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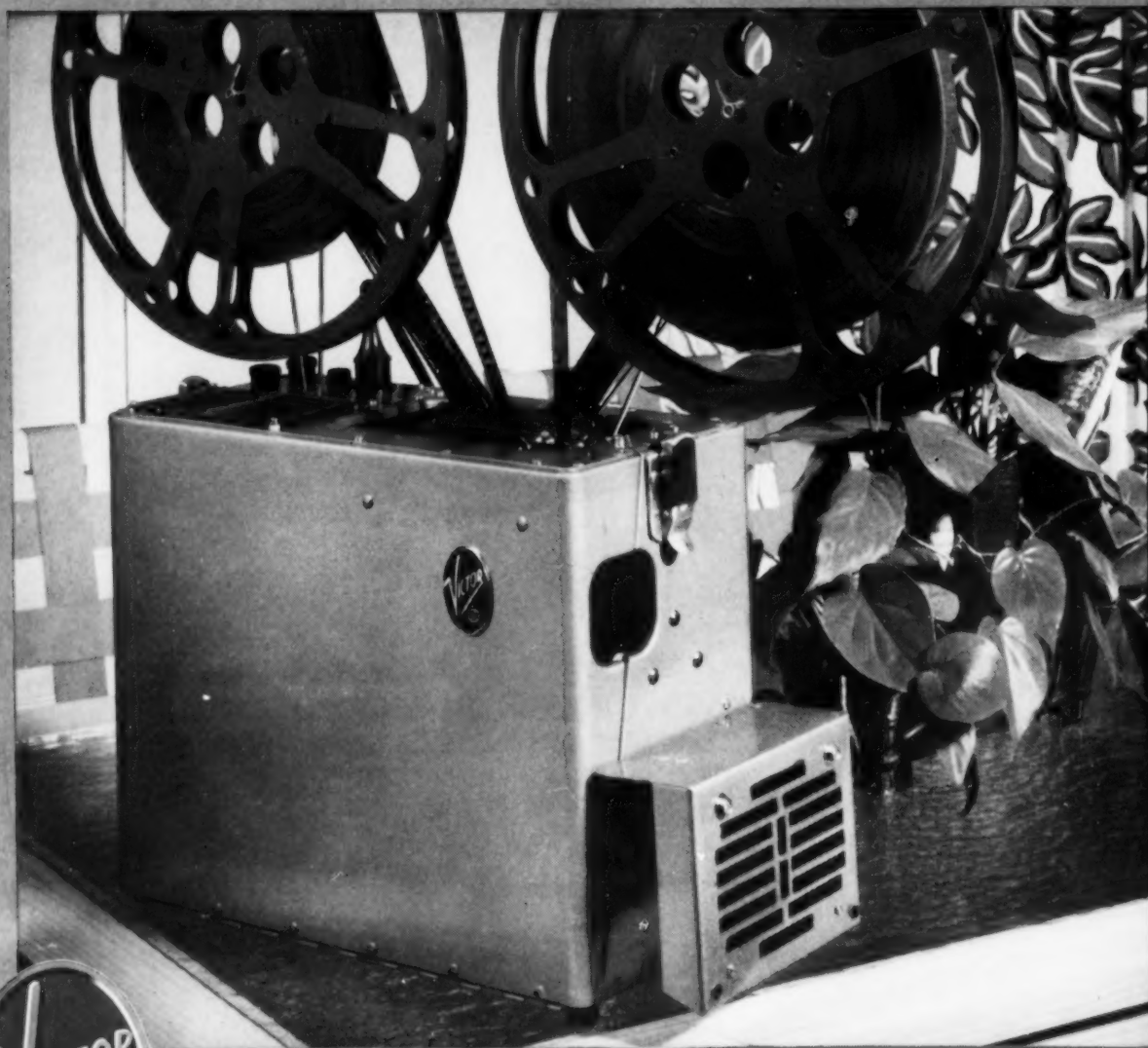
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APRIL, 1948



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THE AMERICAN School Board Journal

A Periodical of School Administration

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The contents of this issue are listed in the "Education Index."



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JOHN J. KRILL

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THE AMERICAN School Board Journal

Volume 116, No. 4

APRIL, 1948

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Authority and Responsibility Paired in —

Principles Underlying the Centralized Plan of School Administrative Organization

*B. F. Pittenger**

By centralized school administrative organization is meant a plan which centralizes and co-ordinates authority and responsibility in the management of school affairs. It involves an hierarchical arrangement of functions and personnel, usually employs a terminology of "superiors" and "subordinates," and stresses the methods of direction and supervision. In its extreme form, it is frequently known as the "line-and-staff" plan.

Increasingly for twenty years this plan has been attacked in current literature, while fewer and fewer voices have been raised to explain or defend it. Yet the majority of school systems in this country continue to base their personnel organizations largely upon its principles, and even among the reformers there are few who come out openly for its complete abandonment. There must be reasons for its former prestige and its present extensive use. This paper seeks to get at and set forth these reasons.

Of course no one questions the necessity for some kind of personnel organization in schools. The great number and variety of the workers in a modern school, and the single-minded purpose for which the school exists, make that necessity obvious. Small districts with few workers are slowly disappearing. The trend is toward their elimination by consolidating them into units approaching Dawson's "optimum minimum" of from ten to twelve thousand children, three hundred or more teachers, and more than thirty special service officers.¹ On the municipal level there are hundreds of districts rivaling those studied by Marjorie Rankin, who listed more than six hundred different kinds of teaching and special service personnel in 14 leading American cities.² Yet in every district, large or small, the education of children is the sole purpose for which this personnel is employed. Clearly, all of these different workers must be organized and their activities co-ordinated. Organization there must be, but why should it be so largely of the centralized type?

Centralized Plan Borrowed?

Many writers, especially those of a critical persuasion, regard the centralized plan as a deliberate borrowing from big business and the military. Melby, for example, says:

A careful study of our present machinery for educational administration will show that it has been patterned very closely after prevailing industrial

organizations. These industrial organizations are, in turn, patterned after principles prevailing in the field of military affairs.³

This tendency to attribute centralized school organization to outside sources is carried still farther by Almack, who traces the plan back through the Church of the Middle Ages to the Roman Empire, and "possibly" to the Egyptian empire; and describes the following similarities between the contemporary educational hierarchy and the political hierarchy of ancient Rome:

Under the emperor (in the educational outline, the superintendent) were assistants (deputy superintendents), under each assistant were the governors of dioceses (district superintendents), and under each governor were provincials (principals) each with a province under his control. Constantine likewise divided the civil and military power between two sets of authorities, not unlike the common separation between educational and business functions today.⁴

Almack omits the military hierarchy, but that he regards this historical analogy as more than fortuitous appears when he says: "First, the political hierarchy, next the religious hierarchy, next the industrial hierarchy, and at last the educational hierarchy — that is the sequence."

Few of these writers appear to recognize the possibility that the resemblances of which they make so much may be due in considerable part to the fact that the State, the Church, the army, industry, and the school have all been confronted by a similar problem; i.e., of co-ordinating the efforts of a large and varied personnel in order to achieve a single, paramount objective. Imitation may not have been the sole factor, or even the most important one, in bringing about centralized school administration. Among the other factors, it seems probable, was the logic involved in the legal concept that education is a function of the state.⁵ This logic may be summarized as follows:

Legal Concept of State Function

1. American society, acting through the media of the several states, has established and now maintains public schools primarily for its own protection and improvement. An educated citizenry is essential for individual welfare and the preservation of democratic institutions.

2. Basic responsibility for and authority over all public schools therefore reside in the people of the state as a whole, and are generally expressed through the constitution and legislature.

3. Local school administrative units were created by the state, and endowed with powers and duties from the same source, as

*Professor of Educational Administration, University of Texas, Austin 12.

¹Dawson, H. A., *Satisfactory Local School Units*, George Peabody College for Teachers, 1937, pp. 51-52.

²Rankin, Marjorie, *Trends in Educational Occupations*, Teachers College, Columbia University, Contributions to Education, No. 412, 1930. See especially pp. 3 to 26.

³Melby, E. O., in the *First Yearbook* of the John Dewey Society, 1937, p. 123.

⁴Almack, J. C., "Historical Development of School Administration," *School and Society*, Vol. 43, 1936, pp. 625-630.

⁵Garber, Lee O., *Education as a Function of the State*, Educational Test Bureau, 1934.

a device for assisting the state in the discharge of its responsibility.

4. The delegation of powers and functions is specific; i.e., of *specified* powers and duties, to *specified* local recipients. It is not an assignment of everything to everybody.

5. The function of all local school personnel, including the people of the district, is to perform in the most effective way possible the share of responsibility that has been imposed upon the local unit by American society acting through the state.

6. The organization and management of local school personnel should be such as will most effectively support this responsibility, within the restrictions and prescriptions emanating from the state authority.

With the foregoing points as a background, the adoption of a centralized plan of local personnel management would seem to be a natural development. It would probably have come about had there been no models of similar organization extant or had educators been unaware of them. Education was conceived at the time largely in quantitative terms. It was a matter of instilling habits and skills and items of information. The children were recipients. Hence children must be grouped, classes organized, promotional plans established, teachers chosen and assigned to duties, facilities supplied, etc., all to the end of providing American society with educated men and women—citizens. The local school districts, and all of the people in them or employed by them, were agents to this end. The idea of a centralized local organization, with its hierarchical arrangement of personnel, responsibilities, and authorities, seems almost implicit in this situation when combined with the viewpoint of the time.

Extra-Legal Authority of School Officials

In one of the many existing presentations of the democratic movement in school administration, Miller describes the legal setup of public education and then goes on to say: "The grant of powers extends from the people through state constitutions, legislatures, and courts to the local boards of education. Beyond this point there has been little extension of legal authority."⁶ He points out that the official school administrative structure below the board of education, consisting of superintendent, staff officers, principals, and others, is largely an extra-legal development, and that the legal concept of an official hierarchy need not be maintained in this extra-legal structure. This matter is mentioned here, however, as background for the suggestion that the authoritarian arrangement of the extra-legal school administrative structure may well have grown out of the implications inhering in the legal authoritarian arrangement. From the board up, the structure was authoritarian by law. What would be more natural than to assume that from the board down the same authoritarian arrangement should prevail? Here, then is another probable source of the traditional plan for school administrative organization, which lies outside the business and military areas.

The foregoing statements are not intended to deny that the world of affairs surrounding the schools contained models of centralization, nor that educators were aware of them, nor that they were imitated by the schools. But it seems fair to observe that there were pressures and movements within the educational world itself which were pushing in the same direction; and that these external models were frequently turned to in justification or clarification of the schools' own natural trends. No doubt the advertising of these similarities served to point them up as well as to point them out, so that the similarities increased as they became recognized and studied. But it is misleading to regard the rise of centralized administrative organization in the educational field as solely a matter of imitation. Such organization was to a considerable extent indigenous. There were forces at work in education as well as in industry that were bound to produce similarities in procedure and organization, without undue purposeful borrowing by either from the other. It is important to recognize this fact, because to the extent that these same common

forces continue to exist the procedural and organizational similarities may be expected to continue.

The Argument for Centralization

The centralized plan is the traditional plan for school administrative organization in this country; and is at present the basic and typical form of organization. Its continuation into the future is anticipated by many writers because of the characteristics and qualities which brought it into existence and have perpetuated it into the status of a tradition. While admitting a need for its liberalization in many ways, its defenders maintain the following points:

1. Centralized administration recognizes that the American people have chosen the state as the most available medium through which to express their will and apply their power in the accomplishment of universal education.

2. It provides a definite and workable plan whereby the will of the people can be expressed and their power can be applied, on the local level as well as on the state-wide level.

3. It extends into the extra-legal portion of the local school administrative organization the same principles of direction and control that underlie the state's legal setup.

4. It centralizes authority and fixes responsibility, thus making it possible to inform every individual worker and every group unit of the exact nature and extent of his or its duties and powers. It makes possible, even necessitates, exact and limited assignments. It thus gives every worker assurance as to the nature and scope of his assignment and enables him to concentrate upon his own proper work.

5. It pairs and balances its grants of authority and responsibility, thus guaranteeing to each responsible worker the power that is necessary to accomplish what is required of him.

6. It protects every worker and group from interference on the part of any other worker or group, except the immediately superior officer in the system.

7. It makes possible assurance of the assignment to some worker or group of every essential authority and responsibility, and avoidance of the assignment of duplicating authority and responsibility to different units of personnel. Thus it can protect the school against omissions and failures due to gaps in the assignments.

8. Being clear and specific with respect to the assignment of responsibilities and powers, it can eliminate confusions and the frictions that arise from them, economize effort, and assure an organized co-ordination of the activities of all elements of the personnel.

Co-ordination of Operating Services

The defenders of centralization are realists, who see the school in its organized setting in the democratic state. The school has a function to perform that has been assigned to it by American society and this function should be performed by local school units each employing several hundred individual workers who possess among them many different abilities and interests. These individuals must be harnessed together and made to pull in unison. Each must be enabled to make his largest contribution to the total effort, and must therefore apply himself to duties that are in line with his specialized abilities and training. Each must interfere as little as possible with the others. To this end, every individual worker and every group unit must be assigned to a designated field of authority and responsibility. Each must be co-ordinated with other similar operating agents by the direction of a specialized administrative and supervisory personnel. Every individual at every post in the system, whether a janitor or a principal, a clerk or a business manager, a teacher or a superintendent of schools, is assumed to possess a specialized equipment that is appropriate to his post, and to find in that post the opportunity and duty of making full use of his equipment.

The plan thus makes a clear distinction between the administrative and supervisory personnel on the one hand and what may

⁶Miller, W. T., *Democracy in Educational Administration*, 1942.

be called the *operative* personnel on the other. This operative personnel includes the clerks, caretakers, janitors, and storekeepers, etc., among the special-service personnel; and the teachers especially among the educational-service personnel. The administrative and supervisory groups are responsible for providing the system with operative personnel, and for providing that personnel with job assignments, supervision, and the necessary facilities with which to work.

Perhaps one of the most significant features of the centralized plan is its assumption that school administration is a professional service, and a "career" occupation. It is a specialized service and proper life work—as much so as is teaching. Upon the chief administrator the centralized plan places personal responsibility for the success or failure of the school. To him it grants a corresponding measure of authority. It expects the chief administrator, in turn, to break up this authority and responsibility into appropriate paired portions, and to pass these portions along to his principal administrative aids. These chief assistants are also assumed to be specialized, "career" people; who in their turn will subdivide their shares of authority and responsibility and pass the subdivisions along to their immediate, specialized subordinates. In this way centers of authority and responsibility, each the individual assignment of a specialist, will develop in an hierarchical arrangement throughout the system. In fact, they will comprise the "system." Central to all, and also in control at every center, will be a professional administrator who is making of his particular type of assignment a lifework. This is the ideal objective, the logical unfoldment, of the centralized administrative plan.

Balance of Responsibility and Authority

The key to the centralized plan is found in the pairing or balancing of responsibility and authority, and in their assignment or distribution according to an hierarchical scheme. The logic of the plan would put first emphasis upon the idea of responsibility. Centralization seeks to attain its goals through the wise apportionment and assignment of responsibilities. Primarily, it centralizes responsibility; first and *in toto* in the chief administrator; and then below him, in limited assignments, to subordinate officers and workers. To insure that every responsible individual shall be able to accomplish the task assigned him, he is accorded a necessary measure of authority. Logically, therefore, authority is bestowed as a sort of afterthought. First comes identification of a task or duty; then comes its assignment to a chosen officer or worker who thereby is made responsible for getting it done; and then comes the allotment to him of as much, and only as much, authority as he will need to accomplish his assignment. Such is the theory. In practice, more commonly a whole collection of related tasks is assembled around an office or position, to which office or position the appropriate authority is at the same time attached. The individual who is assigned to the office acquires simultaneously the official responsibilities and authorities.

But unfortunately this logic does not always obtain. Sometimes the psychology of the situation prevails over its logic. As a result, the idea of authority takes the precedence, and responsibility is relegated to second place or may even be forgotten. Some people seem to revel in authority, and to seek and use it for its own sake. School-board members, superintendents, principals, and other school officers are sometimes of this sort. Evidences of the same trait may occasionally be observed in teachers. There are even "bullies" among the children. If it were not for these observations, it would seem unnecessary to say that this substitution of the concept of "authoritarianism" for the concept of needful authority is destructive of the basic logic of the centralized administrative plan, and invites its severe revision or abolishment.

Authority in a Democracy

The critics of administrative centralization have been quick to seize upon these abuses of the plan by some of the persons who reach authoritative positions under it. In some cases these critics

seem to assail the basic principle of centralization, and not merely the abuses of authoritarianism. This reaction, furthermore, is not confined to education. Benes⁷ writes of "a far-flung and confused attempt to deny the principle of authority in human relations"; and says that "our national community . . . is undergoing profound and often catastrophic changes in its common working attitudes toward 'authority.'"

While Benes agrees with those who criticize dictatorships, he feels that attacks upon authority itself are due to mental confusion in their authors and lead to increased confusion in the social order. The need of the time is not for the abolishment of authority, but rather for a careful determination of its meaning and of its useful applications in a democratic society. The following quotations will indicate his line of thought:⁸

. . . To deny in the name of democracy the principle of authority, i.e., basically to oppose "freedom" to "authority" while exalting "freedom," is to divert the attention of democrats from the real issue. . . .

. . . The problem involved here is to establish in school and community authority relations which stably foster and protect individuality . . . not to exempt individual development from the organic security and direction which stable authority relations can alone provide.

Educators must redefine the character and limits of their non-authoritarian authority under changed conditions of life. To deny their authority is in effect to surrender responsibility for the community function which, as educators, they exist to serve.

Authority is a necessity of all stable community life.

Most of the critics of "authoritarian" organization still recognize the necessity for retaining the authority-responsibility concept in school administration. Loomis, for example, writes that even "democratic school administration can be efficient only when it provides for clear and adequate delegation of authority to all executive officers"; and that "executive officers should have full authority to carry out the responsibilities delegated to them."⁹ Rhodes advises that "there must be a center of responsibility for execution of approved policies, with clear and adequate delegation of authority equal to the delegated responsibilities."¹⁰ Newton Edwards writes:¹¹

I should like to submit the proposition that authority and democracy are not incompatible, that democratic government at all levels—national, state, and local—must be endowed with power and authority commensurate with its social responsibilities. And, more than that, authority must be allocated in a very definite way among the various agencies and instrumentalities which government finds it necessary to employ.

What of the Future?

The basic concept of the centralized plan—i.e., the pairing of responsibility and authority and their allocation to the personnel in a definite way—is now widely accepted; first, in practice; second, of course, by the proponents of the plan; and third, by many of the advocates of liberalization. But extreme forms of centralization—especially the "line-and-staff" form—are vigorously attacked by most persons in the latter group; and the abuses which centralization has at times condoned and protected are condemned by nearly everyone in both groups. What, then, shall be done about it? A few, apparently, would like to abolish professional school administration altogether and substitute a teacher-representation plan of control. Some on the other side would strengthen the traditional system and toughen its operation. But apparently the great majority of both the traditionalists and the reformers prefer to retain a considerable amount of centralization with defined repositories of responsibility and authority, but with greater opportunity for the operating personnel to make its wants and needs known, and with more extensive participation and co-operation in planning and deciding policies. The leading proposals and arguments advanced by the proponents of liberalized school administrative organization will be presented in another article.

⁷*Ibid.*, pp. 8 to 27, *passim*.

⁸Loomis, A. K., "Democratic School Administration in Practice," *Elementary School Journal*, Feb., 1941, pp. 417-422.

⁹Rhodes, A. E., "Fundamentals of Democratic School Administration," *THE AMERICAN SCHOOL BOARD JOURNAL*, Sept., 1944, pp. 27-28.

¹¹Edwards, Newton, "The Legal Basis of Democratic Administration," In Reavis, W. C. (Ed.), *Democratic Practice in School Administration*, 1939, pp. 87-94.

⁷Benes, K. D., *A Conception of Authority*, 1943, pp. 7 and 8.

TO BUILD OR NOT TO BUILD?

Frank E. Allen¹

One of the major problems that confront boards of education these days is the question of construction. Shall we try to wait until costs drop or shall we assume the burden of higher prices and go ahead with our building program?

The arguments on each side of the question are manifold. In the case of the South

relieve these years while we parry with rising prices and wait for the spiral to curl the other way. The board has resolved to proceed with construction, and, the new McKinley Elementary School will be one of the finest and most modern school plants we can devise within the framework of a budget reasonable to our present time.

rooms, the heating will be accomplished by radiant floor heat. The entire building will be heated by two oil-fired steam boilers, with no boiler room excavation and no high chimney required.

Construction of Permanent Materials

Made of fire-resistant material, the ex-



The McKinley Elementary School will provide facilities for a balanced school program.

Bend schools, we could have built a new elementary school a few years ago for 30 cents a cubic foot; now the cost would be about three times that. This means that a building which then would have cost us \$225,000 now will cost us about \$675,000. It would be pleasant if we could ignore the problem like a renter with a long lease, sit out the crisis, and wait for construction costs to drop back to what we might regard as a reasonable figure.

But the same evolution of events (peace-to-war to peace-to-inflation) that produced the present economic dilemma unfortunately brought by-products that force us into a careful analysis of the problem. In our town, for example, the birth rate has increased steadily (65 per cent in the past five years) and large previously uninhabited areas of South Bend have become new housing areas that feed more and more children into our already overcrowded and deteriorating elementary schools. In our McKinley School area, where the need is greatest, 500 building permits have been issued since January 1, 1947, and our portable, built to house 170 pupils now bulges with the pressure of 220 pupils. Unable to handle any more, we are transporting students into other school districts, a clumsy and expensive chore.

The McKinley Elementary School

So our board of education has come to the conviction that we can no longer wait. Children in the elementary grades can't

¹Superintendent of Schools, South Bend, Ind.

Built on a four-acre tract obtained by the School City many years ago, the school will have 13 classrooms with varicolored linoleum floors, painted cinder block walls, and acoustical ceilings. The lockers will be in the classrooms instead of the halls. Single unit ventilators will be constructed as parts of the under-window shelving. With the fluorescent lighting recessed in continuous strips, the entire classroom design will be aimed at making each room almost an autonomous unit with all utilities either recessed or disguised. This departure from the traditional classroom is pointed toward removing, so far as possible, all physical distractions and thereby achieving the maximum "learning usefulness" out of the room itself.

In approving the classroom plan, the board has taken cognizance of a principle extracted from our audio-visual education program: *Every physical detail must be considered as a factor in learning.* But this principle was also considered carefully in construction phases like:

a) The location of the building itself — set back from the property line with ground space left for additional rooms if necessary.

b) The location of the combination gymnasium and auditorium — near the front, easily accessible for public meetings.

c) The classroom locations within the building — good lighting and facing the green lawns.

d) Acoustical treatment — to shut off traffic noise.

In the kindergarten and first-grade

terior will be faced with brick and have stone trim. Floor slabs will be precast and the entire building will be excavated underneath for ready access. Roof construction will feature steel joists and a poured gypsum deck; the attic will be insulated.

The corridors will have glazed tile wainscots, painted block walls. The floors in the hall, as in the library and music room, will be cork.

Aside from interior advantages of modern construction, the most interesting aspect of the new building will be its one-story construction (see cut). In an elementary school, we feel that eliminating stairways and second floors offers a variety of advantages. We were able to reach the one-story decision because of the farsightedness of our predecessors in office. In an area of the city already congested, we have four acres for expansion. The McKinley School can grow to twice its new size without intruding noticeably on the playing fields that will envelop it.

What the future holds for school building programs all over the country is discouragingly questionable. With a vacillating economic situation and what appears to be an indefinite buyer's market in construction materials, it would appear that planning must also be indefinite and insecure. But we do know that our children's needs are definite, determined, and real. To meet these needs we must build. If a future depression comes, we must have the courage to realize that we stood up to face the human need.

The School Board Presidency

Harlan L. Hagman¹

The president of the board of education is one of the most important officers of the school system although his position is an anomalous one in that neither clear definition of function nor legal assignment of powers exists in most states. Common practices in the carrying on of duties of the office are based partly upon custom and partly upon the school system's organization as understood by those working in the system.

The board's presiding officer is in a special position of educational leadership, the importance of which is reflected in the excellence or in the lack of excellence in the schools under the board's supervision. His influence upon board action is exerted through his management of board sessions and through the effect upon others of his personality which must be forceful to an appreciable degree or he would not have been made presiding officer. The weight of his experience as board member acts upon his fellow board members since most presidents of boards reach their positions after board experience as long as or longer than that of the other members. To the school employees, school patrons, and general public, the voice of the president appears most commonly to be the voice of the board, thereby investing his statements with the authority of the public governing body of which he is the titular head.

Technically, however, the president's authority does not exceed that of any other board member unless certain minor functions be made cases in point. His is the authority and responsibility for the conduct of meetings of the board and for the legalizing of written declarations of the board by his signature as president. Such perquisites of office may be offset by state or local policies preventing his voting on motions before the board and his participating in discussions of business. Since the board exists as a legal entity only when in legal session, the president with other board members has no authority outside of board meetings unless specifically authorized by the board in legal session to carry on board business in periods between meetings as an individual or as member of a committee. The president has basically the authority of a member of the board of education with a very little more, if any, assignment of authority by statute and ordinarily small special powers under adopted policies of the local board.

Spontaneous Responsibilities

It becomes necessary in most instances for the president to assume such functions as the needs of board operation seem to indicate as his although time, changes in board membership, and each new problem require his review of both legal and assumed functions. In practice, he must accept numerous and pressing responsibilities without specific direction to do so. His own good sense and his concern for civic duty must suffice to establish to his satisfaction the duties of his office. After experience as presiding officer and after thorough consideration of needful authority and proper responsibility, he ought to promote the adoption by the board of a list of assigned functions of the president so that his successor could become oriented in the position with little disruption of the procedures of the board. Accompanying the study of his own responsibilities might be a study of the functions assumed by other school board presidents with a view toward analyzing each function in the light of its being properly his own and his alone. The assumption of functions in the absence of board authorization can lead to undesirable practices, and the president, although he may feel such assumption necessary at times, should at every opportunity lead the board to review his actions. The ethics of democratic leadership require no less of him.

Practically, the president must conclude that all acts of the board are to promote the accomplishment of aims of education and that his own great duty is to work for the increased efficiency and helpfulness of the board in the promotion of the work of the schools in its charge. The test of the success of the board operation will be the degree of facilitation afforded the local educational program by the work of the board members.

The lack of statutory definition of function and the variation in practice due to that lack and the general absence of formally adopted policy regarding the duties of the school board president makes a listing of generally approved functions desirable in clarifying the responsibilities of the position. Such a listing of presidential obligations cannot be applied to every situation without modification. Variations in local customs and in state school codes may extend, shorten, or otherwise alter any general catalogue of duties. The ascribing of functions to the board president, as is done in the list which follows, is done

with consideration of common practice and with attention to functions not always cared for in board practice because of the lack of assigned responsibility. In spite of its being generally rather than specifically applicable to any given school organization, the list is useful in identifying the responsibilities of the president of the board of education.

The Presiding Officer

Those duties of the president in connection with the conduct of board meetings appear to be the most clearly understood. The observance of parliamentary rules of order, with some modification in the direction of informality because of the small group, can be expected. The responsibility of the presiding officer for maintaining the legality of procedure, for securing the dispatch of business, and for insuring the good order of the meeting is accepted by boards everywhere. Not so clearly seen however are the separate acts of the presiding function. The list below includes many of those separate acts and responsibilities which should be the president's.

Duties as Presiding Officer

1. Call the board into session.
2. Conduct board meetings.
 - a) Declare the opening of meetings.
 - b) Determine order of business according to board policy.
 - c) Recognize claimants to the floor.
 - d) Rule on admissibility of business.
 - 1) Declare motions in or out of order.
 - 2) Declare, subject to overriding, the propriety of the board's considering specific items of business.
 - 3) Declare, subject to overriding, specific items of business in or out of the board's province of action.
 - e) Within limits of board policy, control the extent of discussion.
 - 1) Declare, subject to overriding, discussion closed whenever comment becomes repetitious, dilatory, or no longer pertinent to the point at issue.
 - 2) Declare discussion closed whenever time limits previously determined by board action have been reached.
 - f) Maintain the dignity of the board in session.
 - 1) Apply rules of parliamentary procedures.
 - 2) Restrain debate within bounds of good taste and courtesy.
 - 3) Provide equal opportunity for expression of opposing points of view.

¹Associate Professor of Education, Drake University, Des Moines, Iowa.

- 4) Within limits of board policy, secure the rapid handling of board business.
 - 5) Rule out of order all action and comment unbecoming a legislative body in session.
 - g) Declare the results of board voting.
 - 1) Declare the passage or nonpassage of motions.
 - 2) Declare for the record the identities of members (including the president) voting aye and nay and of those not voting.
 - h) Insure the legal recording of board business.
 - 1) Declare board decisions to the secretary of the board of education.
 - 2) Make inquiry of the secretary or make investigation of the record as to the rate of progress of note taking with respect to the board's dispatch of business.
 - i) Increase efficiency in board meeting procedures.
 - j) Declare the meeting adjourned.
 3. Insure the proper keeping of the board records and supplies.
 4. Sign as president of the board official copies of minutes and other board documents.
 5. Secure the legality of board action, procedures, meetings, and membership.
 6. Receive for the board all delegations and petitions.
 7. Issue, subject to board approval, official statements of board action and policy.
- Such a list of duties concerned with the conduct of a school board session indicates that the presiding officer has a task of great importance. His responsibilities as he presides in board meetings are to the state, to the community, to the other board members, to the employed personnel, to the pupils and students in the schools, and most importantly to the objectives of education in a democracy.

The President and Other Board Members

Leadership in the work of the school board requires of the president the acceptance of responsibility over and beyond that which might have been his as a member only. The success of the board activity depends upon the co-operative endeavor of the members. Such co-operative activity depends in great measure on the assumption by the president of responsibility for securing co-operation and on his ability to secure it.

Duties in Relation to Other Board Members

1. Lead discussion in board meetings.
 - a) Cause topics for discussion to be listed and given to all members prior to meetings.
 - b) Stimulate participation of all members in discussion.
 - c) Keep discussion to the point.
 - d) Insure discussion of all important phases of each problem considered.

- e) Insure the full employment of special abilities of individual board members in the carrying on of board business.
- f) Draw discussion toward an authorization or directive of action or toward a statement of policy.
2. Guard the rights of expression and freedom of action of all board members.
 - a) Maintain democratic procedures in all board sessions.
 - b) Protect minority opinion.
 - c) Insure fair hearing for all points of view.
 - d) Secure board respect for expression of dissenting opinion.
 - e) Prevent, within board policy, the termination of discussion of any problem until each member has expressed an opinion or has indicated willingness to have discussion ended.
 - f) Rule impartially on arguments turning on judgments of the presiding officer.
 - g) Prevent decision-shaping influences upon board members other than those in free, thorough, and democratic discussion in board meetings.
 - h) Refrain from discussing elements of board deliberations outside of board meetings except when public interest requires an official statement.
 - i) Hold that all decisions and actions of the board are of all members until such decisions and actions are disavowed by majority vote in legal session of the board.
 - j) Insure the authorizing, conducting, and reporting of all board business in legal sessions of the board.
 - k) As presiding officer, insure the good order of meetings with courtesy, tolerance, sincerity, and mutual respect evidenced in members' relations with one another.
3. Induct new members.
 - a) Determine the legality of the membership claimed.
 - b) Declare the seating of the new member.
 - c) Express the official welcome of the board.
 - d) Introduce the new member to other board members, the superintendent of schools, and other school personnel.
 - e) Provide informative materials concerning the school system, school district organization, board practices and policies, duties of board members, legal authorizations and compulsions, educational programs of the schools, current problems of the board, and sources of information aiding in decision making in school board deliberations.
 - f) Make accessible all records of board business.
 - g) Arrange for the providing, according to board policy, of equipment such as binder covers for official copies of board documents, board membership list, school directory and calendar,

school district map, population charts, statements of board policy, state school code, books and magazines, notebooks, and file folders.

- h) Arrange tours of observation by new members through the school system.
4. Promote good relations with other school boards.
 - a) Secure the exchange of information.
 - b) Encourage reciprocal visiting of board meetings and school plants.
 - c) Assist in developing area meetings of members of school boards.
 - d) Insure the representation of the local board at county, state, and other meetings of school board members.
 - e) Participate in planning for the general improvement of educational opportunity.
5. Maintain the pre-eminence of worthy educational objectives in all school board activities.
 - a) Insure long-range planning of activities toward the accomplishment of educational objectives.
 - b) Secure the continual informing of the board by the professional staff on programs and problems in education.
 - c) Draw upon the professional staff for assistance in board deliberations.
 - d) Evaluate all proposals in the light of their relation to the accomplishment of worthy educational objectives.
 - e) Bring about the expression of community needs in education.
6. Cause the development and execution of a long-range plan of school improvement and board action.
7. Secure the adoption of codes of ethics governing boards of education.
8. In the public interest, expose and eliminate any instances of unethical conduct of any board members.

In his exercise of leadership in relation to other board members, the president cannot support his actions on authority granted him by law or by board policy. He must rely largely on his understanding of his fellow board members and upon the influence of his own personality. His concern for the public interest and his sincerity in promoting the educational welfare of the community will add to his leadership.

Relations With School Personnel

The school organization functions as a whole. Board operation and school operation cannot be considered separate operations. The president needs to recognize the roles he must play as co-ordinator, interpreter, and facilitator in the educational enterprise.

Duties in Relation to the Professional and Nonprofessional Staff

1. Represent the board in official relations of board with the professional and nonprofessional staff.
2. Make official representations of the board to the staff through the executive officers of the school system.

3. Accept representations of the staff through the executive officers of the school systems.

4. Require the filing of school reports with the board according to board policy.

5. Make, as a board member, tours of observation of the school system.

6. Make, as board president, with the full board or an authorized committee, annual tours of inspection.

7. Respect professional codes of ethics and demand their observance.

8. Observe codes of ethics for board members in all relations with the professional and non-professional staff.

9. Secure the academic freedom and personal liberties of individuals of the school staff.

10. Require the observance of contractual provisions.

11. Secure board adoption of equitable policies of employment, retention, promotion, and release of personnel.

12. Maintain the pre-eminence of pupil and student welfare over board and staff welfare, comfort, and convenience.

13. Require, through board cognizance of school operation, high standards of service of school personnel.

14. Draw fully on the ability of the professional staff for assistance to the board in improving the entire school organization.

If the school system is to operate to the best advantage, the board must do more to insure satisfactory operation than to place responsibility for running the schools upon the administrative staff and upon the rest of the professional and nonprofessional personnel. It must fix responsibility, require high standards of performance, stimulate greater efforts, and yet do more. The facilitating of the educational program through assistance and encouragement to the school staff and through concern for the welfare of individuals on the staff is a board responsibility of which the president needs to be conscious.

Relations With the Community

In spite of the origin of all school board authority in state law, school systems, whether small districts, or county or other units, are desirably local in control. The sensitivity of schools to the thinking of the people most affected by the educational program in the community is a condition to be maintained. However, belief that the schools should be responsive to community opinion does not minimize the necessity for the schools' providing educational leadership to the community. The board member and the board president stand as interpreters and stimulators between school and community and assist both in establishing the educational pattern and program.

Duties in Relation to the Community

1. Represent, as board member, the entire school district in board deliberations.
2. Seek expression of community opinion



E. R. DYER NAMED SCHOOL BOARDS SECRETARY

Everett R. Dyer, formerly supervising principal of schools at Richfield Springs, N. Y., has resigned and accepted the position of executive secretary of the New York State School Boards Association. He succeeds W. A. Clifford, secretary for 19 years, who has been named executive secretary emeritus.

Mr. Dyer has been supervising principal at Richfield Springs since July, 1947, and for the previous ten years was principal at Belfast. He had also taught in the Friendship Central School.

A native of Falconer, Mr. Dyer was graduated from Houghton College and holds a master of arts degree from the University of Rochester. He recently completed requirements at New York University for a doctorate in education.

His professional memberships include the New York Teachers' Association, the New York State Association of Secondary School Principals, the National Education Association, and the Department of Secondary School Principals of that Association.

Mr. Dyer will make his headquarters in the present office of the Association at 9 South Third Ave., Mount Vernon.

as guide to the board of education.

3. Interpret expressions of community pressure groups in relation to the public interest.

4. Defend, under democratic concepts of rights and liberties, community minority groups in relation to the school system.

5. Refer to the professional staff, subject to review by the board if necessary, problems of professional relations with the community.

6. Interpret the community to the professional and nonprofessional staff.

7. Protect professional and other school personnel from improper pressures of community groups or individuals.

8. Interpret the educational program and plans to the community.

9. Promote community understanding and interest in school activities and develop community concern for worthy educational accomplishments.

10. Promote school activity in community improvement programs.

11. Attend as a board member school-centered community activities.

12. Represent the board in official statements to the public.

Although the president's position is apparently between school and community, it

should be considered as a position of leadership of both. The acts of the president in relation to the community are important functions in the educational undertaking and are desirably two-directional.

The board member although an officer in a state system of education may seldom realize that the strongly local character of the school organization often covers up but does not eliminate his primary obligation to the state-wide educational effort. His representation of the educational needs of his immediate community requires an accompanying representation on his part of the educational needs of all of the state.

Duties in Relation to the State Government

1. Represent the state educational authority in the school district.

2. Secure observance in the school system of applicable sections of the state school law.

3. Insure legality of all school and school board actions.

4. Require, through board authority, the prompt filing of accurate reports by the school system to the state government.

5. Direct, on behalf of the board of education, the conduct of school elections in accord with state law.

6. Conduct, as presiding officer of the board, public hearings as required by law.

7. Secure all possible advantages for the school system under permissive legislation.

8. Lead the board to an understanding of state school organization and state school law.

9. Act with the state government and other governmental units including school districts in promoting educational opportunity for all persons in the state.

10. As a state school officer, act in the public interest of the state as a whole when that interest and local public interest appear to be at variance.

The principle that the duty of governing officials is greater than the interest of that part of the population which elected them is the first principle of statesmanship. The obligation in democratic educational organization of educational statesmanship on the part of members of the governing body is most powerfully a compulsion on the president to be in fact an educational statesman.

The elected leader of the board is necessarily much more than just a presiding officer, a board member of prominence among board members, an associate and supervisor of professional and other school personnel, a link between school and community, or a state school officer. His duties though analyzed and listed by action of his own board will never remain within a fixed list. If he is, as his position in the school organization calls upon him to be, an educational leader in his community, his concept of a dynamic school organization in a changing world will call upon him to accept new challenges and new tasks in his school board presidency.

Greencastle Centralizes Its School Lunches

Terrence A. Kleckner¹

The Greencastle, Ind., Consolidated Elementary Schools, which have a total enrollment of 600 children housed in three buildings, have worked out a plan for serving noon lunches suited particularly to the local situation. Of the total enrollment, 250 children from rural areas are transported to school each day.

For some years the necessity of hot lunches was recognized but local attitudes prevented the establishment of a program until the summer of 1947. Only one of the three elementary buildings has a space in which a dining room and kitchen could be located. The problem was a difficult one, particularly because it was realized that the noon lunches should be offered to all elementary pupils. The establishment of a central kitchen and the transportation of the food to the other two buildings was considered but discarded because no adequate space could be found for dining rooms.

Greencastle has now solved its noon lunch problems by equipping a central kitchen and a dining room and by transporting the children from the two unequipped schools to the one dining room. The noon lunch hour is staggered in one school so that the school bus can transport the children to and from the central dining room without difficulty. A total of 200 pupils are served each day and a total of three lunch periods holds down labor costs

and permits of longer use of the kitchen, dining room, and equipment.

A teacher from each building accompanies the transported children and supervises them in the bus and in the dining room.

Two paid cooks prepare the food; one teacher serves as manager and accountant; the homemaking teacher checks the menus each week and the girls in the homemaking classes participate in the development of menus, etc. Each week, two girls report for work in the lunchroom during the period before noon and two girls work during a period after the lunch hour. It is felt that the experience gained by the students has vocational values.

One valuable part of the program is the co-operation given by members of the Parent-Teacher organizations in the three elementary schools. Each of the groups contributed substantially to the original purchase of equipment. Each day one mother from each school works in the kitchen during the noon period. Each parent-teacher group is responsible for



The portions are generous and tasty.

this assistance during two six-week periods during the year so that a total of 36 mothers have direct contact with the lunchroom and its work.

The two paid cooks receive a total of \$47.50 per week.

Our plan may not serve many communities, but it does solve the problem where space is available in only one building and where labor costs must be kept to a minimum.

¹Superintendent of Schools, Greencastle, Ind.



The children of one school, where the cafeteria is located, have been served. The children from another school, four blocks away, are eating while the children from the third school, who are transported across town, are waiting to be served.

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A Superintendent Takes a Squint at the Future *John L. Bracken*¹

Education inevitably deals in futures. The results often are surprising, for the pattern of the past may not define the ways of things to come. But every superintendent knows that developments in the foreground of the future as well as those seen dimly in the distance depend in great measure upon the statesmanlike qualities and actions of members of boards of education.

The evolving board of education has established itself as an essential institution in American life. It is an outstanding instrument in our democratic development. Significantly enough, boards of education have achieved their outstanding successes in operating through a superintendent of schools or an executive officer bearing some similar title. Good working relations between the executive officer and the board of education have proved repeatedly to be requisite to the highest achievement.

Too Few Boards Have Superintendents

Yet it is true that most school boards in this country do not have the advantage of an executive officer. The typical American board of education is not represented by most of the persons who attend conventions of the American Association of School Administrators. A representative school board does not serve a large school district or a middle-sized school district. It serves a school district which is small in area and population, limited in resources. In such a situation the ablest board is faced with problems of organization, finance, and educational procedures which at best seem capable of only partial solution. Paradoxically, although boards of education are recognized as essential and capable bodies, there definitely are too many of them.

The process of reorganizing and consolidating school districts is well under way. Promising reorganization programs now are in process. Their success is almost certain if they have the impetus of general board-of-education support. But this impetus is not always provided. In many instances the zealous local patriotism of school board members throws an impassable road block across this promising way of educational progress.

A consolidation program which involves the school district of a board member or superintendent poses a problem shot through with complex responsibilities and interrelationships. What is the balance between responsibility to the people of an

existing district and responsibility for the development of educational opportunities in a wider area? What is the effect on the members of the board of education, and what becomes of the superintendency? What now of the relationships between superintendent and board of education?

The situation exemplifies in exaggerated form the mutual problems which confront boards and superintendents. The solution requires understanding co-operation and well-integrated teamwork. It is necessary to ascertain what should be done, to discover how much can be done immediately for the general advantage of the total situation, and to develop ways to bring the needed changes about.

Bettering the Golden Means

Every superintendent, whether he admits it or not, constantly is searching for the "soft spot." This is the point at which the best educational program possible receives effective board-of-education and general support. In finance it is the point in school taxes which the board of education and the community will support; the point which, in turn, will support an adequate, improving school program. On either side lie frustration and educational disaster. But the superintendent who fails to challenge a community to maximum educational effort or fails to reward that effort by developing a superior school program has missed his educational opportunity. Without the understanding and support of the board of education, his failure is almost predestined.

In searching for the golden, practicable mean the superintendent almost duplicates the plight of the returned soldier whose housing problem had become intolerable. He advertised for new quarters: "Wanted — An apartment, large enough that my wife will not go home to live with her mother and small enough that her mother will not come to live with us."

The mutual responsibilities of board and superintendent demand thorough-going teamwork. The development of well-understood relationships is a basic requirement. We know that the board of education is a legislative body and that the superintendent is the board's executive officer. But no such simple statement will suffice. It is not enough to draft and agree upon a comprehensive set of regulations which define functions and relationships. Unless there is an easy, comfortable situation based on mutual confidence, respect, and understanding, the situation can recall that of two janitors who from opposite direc-

tions sweep up to an agreed-upon dividing line and then fall a-quarreling about where the line actually is.

Getting a Working Understanding

Examples of dividing lines which are disregarded are common to our experience. A masterful superintendent, of the "Interference, follow me!" type, may unconsciously attempt to usurp the legislative function; he expects support rather than consideration from his board. A school board may bog down in legislative detail. Standing committees still assume administrative duties. Through tradition some boards rely on individual members to "take care" of special areas, from building repair to curriculum reconstruction. A superintendent may fail to keep his board informed. Board members should not be capable of surprise on learning of any important school development which occurred before their latest meeting! In more communities than we care to admit, teacher candidates follow each other about from door to door to press their cases for appointment with members of boards of education. Some boards define policies so minutely that the school administrator becomes an errand boy instead of an executive officer. Not every board member and not every superintendent has learned to seek first for agreement in the board. When any one of this group says, "Yes, that is the policy of the board, but my position is —" there is trouble ahead. You do not have to squint far into the future to see it.

A working understanding is more necessary now than ever before because of the clouds of problems which surround the schools. The pressure of increasing school population already is felt in the kindergartens and the lower grades. Few superintendents but wonder how the crowds of children will be housed and how they will be taught. The problems of finance are demanding. Shall bonds be voted? With the money in hand, the question becomes "to build or not to build?" Next year's budget is bursting at the seams. The legal limit of taxation already has been reached, or in spite of everything that can be done, the voters may just plain be tired of increasing taxes. And always there are the demands of some that we shall return to the "three R's," while others exhort us to determine the life that good citizens should lead and, regardless of community outcry, take our children from "here to there," wherever those places may be.

Neither the board nor the superintendent

¹Superintendent of Schools, Clayton, Mo. Paper read at American Association of School Administrators, Atlantic City, February 23, 1948.

can carry the full responsibility for the conduct of the schools under these trying conditions. The board makes the policy, with the professional advice of the superintendent. Ideally, there is a meeting of minds on a plane of professional good will. The policy is implemented, publicized, and supported. The board and the superintendent make common cause for the good of the children.

New Board Member Needs Education

A good board of education does not suddenly come into being; it develops through working at the job, experimenting and refining, failing and succeeding. The superintendent who is bearing his full responsibility contributes in a professional way to this development. Taking the oath of office does not immediately transform even a good citizen into an effective board member. Even service clubs have developed a practice of instructing new members as to their responsibilities and their opportunities before their initiation. Many boards of education take special pains to inform new members of their responsibilities and relationships. The superintendent must work with whatever board members the community may designate, but he is an important factor in the education of each new member of the board.

Good superintendents do not get that way all at once, either. Superintendents of experience will testify that their necks have been saved by boards of education and that they owe great debts to individual members who have, consciously or not, become their tutors. Under wholesome conditions the efficiency of the superintendent and the board ripens as they work together. There literally are hundreds of boards of education which should do more about developing an educational situation which will convince a capable superintendent that he should be able to work out his educational destiny in his present position.

The Drift From Small to Big Schools

Modern belief is that teachers can find the full development of educational possibilities in a small community to be a satisfying experience. We decry their movement from a rural district to the village, from village to town, to city, to larger city. Yet we take it for granted that superintendents should follow the same route. Undoubtedly they will continue in numbers to go this way, but there are not enough of the larger places to take care of the men who are coming up. Witness the cloud of candidates for almost any position which becomes vacant. A vacant superintendency which does not draw at least 75 applications simply is not important.

Various reasons underlie this condition, which has the merit of providing much of the capable educational administration which the larger communities require. One reason is financial. When a board of education replaces an able superintendent it

often is taken for granted that an equally able successor must be paid a beginning salary higher than the leaving salary. The superintendent, who financially has some of the marks of the forgotten man, may find that changing jobs is necessary if he is to find satisfactory financial improvement. This situation recently was reduced to its ultimate absurdity. It is reported that in a western state two school superintendents, both able and successful, sought promotion in the same year. They were successful. They were able to secure identical substantial salary increases. This happy result was accomplished by a simple exchange of positions!



The attractiveness of a situation depends on more than salary. Long-term contracts and continuing contracts are helpful. It is heartening to note that boards of education generally are recognizing that superintendents and other educational employees are entitled to live their private lives as normal members of the community. This situation, while general, does not obtain universally. Teachers, including superintendents, still may be set apart and be required to comply with special requirements. Recently in addressing a group of alert young administrators in a midwestern state I remarked that teachers should be permitted to take part in all of the decent, moral, socially accepted activities which are common to members of the board of education. The comment which most frequently was reported to me was "That sounds all right, but if I try it out back home I'll lose my job." But the double standard for teachers is on the way out.

Holding Superintendent Who Belongs

It is admitted that extended tenure may lull a superintendent into educational in-

action, if he allows himself to take the easy way. But being a part of a community, with understanding of its people and its institutions, brings added meaning to the work of any superintendent who is alive to his opportunities. It can pay big dividends for a school board to hold onto a superintendent who really belongs in his job.

Boards of education accept more than a detailed, routine responsibility. Their responsibility is greater than to run through the order of business from the call to order and establishment of a quorum to new business. If the new business items are personal ideas or proposals of special-interest groups, the responsibility is missed by a wide margin. It rather is the continuing job of the board of education to appraise the superintendent, the board itself, and their interactions by throwing their educational procedures and plans against the standard of what educational services the community requires. The exercise of the appraisal function requires information. It demands understanding and judgment. And it yields important returns.

As I take my squint into the future I do not see any sudden changes in the relationships of boards of education and superintendents of schools. The general pattern of good working relationships is understood rather clearly. If the best practice only could become the universal practice, the ways for educational progress in our communities would be clear. The educational tasks of individual boards and superintendents and of their organizations seem to be clearly implied.

It all comes down to doing as well as we know. A tenant farmer in the Ozarks was urged to go to the county seat to get advice from the county agricultural agent. He made all manner of excuse. Finally, with his back to the wall, he gave his real reason. "You see," he said, "my knowin's already are a fur piece ahead of my doings. There just nacherly ain't any use for me to get any more knowin's until my doin's ketch up with the knowin's I've already got."

My squint into the future reveals that our knowings will increase and that the effectiveness of our doings will approach the extent of our knowings. That will be good for the schools and the children.

TEACHERS NEED HOMES

Teachers want homes. They want the cultural and recreational opportunities for which their training and experience have prepared them. In too many communities there is no place for either a married or a single teacher to live as a real citizen of the community. Home life restricted to the four walls of a single room and the doubtful privilege of obtaining meals at a local restaurant or other public eating place does not hold forth much promise of the good life to the single teacher. Neither is a two-room suite and its attendant "light housekeeping" ideal for the married one.—
Claude E. Vick.

Measuring Public Opinion on School Issues *Paul A. Hedlund*¹

The use of scientific public opinion polling methods has grown tremendously in the United States during the past two decades. Legislators and public administrators have learned that scientific polling serves democracy by making known accurately and quickly the people's wishes. Manufacturers have styled their products and regulated their production as a result of market surveys utilizing scientific polling principles. Movie makers test their titles and plots, and radio sponsors gauge the popularity of their programs by similar methods. Politicians trim their sails by watching carefully the weather vanes of public opinion.

Scientific polling has not yet been widely used as a tool of the school administrator. It is the purpose of this article to point out its usefulness in this field and to outline a simple, inexpensive, and reliable technique for its use.

Schools in America belong to the people, and on many occasions it would be highly advantageous for boards of education and superintendents of schools to know precisely what the people in their communities think with respect to various educational issues.

The school administrator is head of the largest community undertaking, whether in terms of importance, money spent, or number of persons directly involved. This enterprise is owned by the people, and they are the final authority with respect to its policies and expenditures. Scientific polling, therefore, can help the educator by making articulate the wishes of his community and thus reducing the lag that always exists between a society and its institutions.

Since education is a joint and co-operative effort, good schools depend upon a broad base of understanding on the part of all citizens. The public opinion poll is an ideal method for achieving this public understanding of education, for it is a two-way medium of communication. Not only is the administrator learning what his community thinks about education, but his community is learning what the important issues in education are and in what direction progress lies.

As a medium of approach to the people, the public opinion poll also offers advantages. There is not as much competition for the attention of the public as there is in the press or on the radio. Add to this the fact that people like to be asked their opinions and that in taking a poll one reaches far more people than the small

number who are selected to answer the questions — and one has an effective medium indeed.

The public opinion poll can become a fundamental tool of school administration because:

1. It reveals areas of ignorance and misinformation, as well as the success of the public relations program in bridging such areas.

2. It informs and educates the community on educational issues.

3. It supplies the administrator with essential information as to the opinions and attitudes of his community on educational matters, free from the distortions of pressure groups and propaganda agencies.

4. It gives the public some conception of what a good school system can do.

5. It strengthens the democratic process through the sharing of decisions.

It may be objected that a good superintendent of schools already knows the attitudes of his community, and can keep abreast of them through his many contacts. But even for the superintendent who has the advantage of working in a community in which he is very well acquainted — and many do not have this advantage — there is still the likelihood that in "keeping his ear to the ground" he is reaching only the professional and business elements of the community, and is neglecting a large and important element of the community which would be reached by more scientific polling methods.

True, there are other means by which the wishes of the people may be learned. There are elections, but personalities may be voted upon as often as issues. There are newspapers, but in addition to reporting the news they are pleading cases and representing the philosophies of their owners. There are pressure groups, mass meetings, delegations and letters, but they are all easily subject to manipulation by modern propaganda methods. The many voices that claim to speak for the people are often not theirs. It is clear that democratic school administration needs the services of scientific public opinion polling to make articulate the masses of the people, and to open the channels of communication between the people and their schools. Machinery is needed for approaching the people directly and hearing what they have to say.

Basic Principle of Scientific Polling

The basic principle of scientific public opinion polling, upon which all of the large present-day polling organizations operate, is that the opinion of any whole population can be determined with high accuracy by seeking the opinions of a relatively small number of persons in that population so

selected as to be proportionate to each major group in that population. The small group selected for questioning is called a "sample" of the larger population, and in selecting it such controls as age, sex, race, nativity, economic status, geographical distribution, and rural-urban distribution are used. In the community type poll used to determine opinion on school issues, the two last mentioned controls would not usually be applicable, and chief reliance would be placed on the first five.

Polling experience has shown that economic status is a most important factor in determining opinions held on many questions. It is not easy to get reliable information to determine economic status, but a fair measure of it is available in the rental or sale value of the respondent's home. Another measure of it, somewhat more difficult to use, is the occupational level of the respondent.

Information regarding the characteristics of the population to be sampled can be had from the published reports of the U. S. Census as well as from other sources. Inexpensive paper-bound reports of the census by states are available. Useful sections for establishing sampling controls are the reports on Characteristics of the Population, The Labor Force, and Housing. Each of these gives population distributions by cities, villages, and counties.

Population Samples

It will be a surprise to most persons not acquainted with polling to know how small a sample will suffice for accurate prediction of population opinions. A sample of 385 persons selected at random from the population of any community, regardless of its size, will enable one to predict the opinion of the total population within 5 per cent of the true division of opinion. For example, if 60 per cent of a population hold a given opinion, successive samples such as the above will indicate that from 55 per cent to 65 per cent hold that opinion. Random selection of course implies that every individual in the population being sampled has an equal chance of being chosen for the sample, and it is important to take precautions to prevent the operation of any selective factor. For example, persons over 60 years of age are not as accessible as are younger persons, and population samples frequently err in containing too few older persons.

If it is desired to analyze opinions further, to determine the effect of factors such as age or parenthood on opinions held, it will be necessary to have a larger sample

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than that mentioned above, for if the sample is broken down into age groups, it will be necessary to have 385 persons in each age group in order to make a prediction of opinion for that age group with accuracy within 5 per cent. For most educational purposes, however, it will be sufficient merely to predict the opinion of the whole population, and for that purpose a small sample is adequate.

A School Polling Organization

Polling organizations employ trained interviewers to select the individuals for the sample and to interview them. Each interviewer is given a "quota" to fill, that is a prescribed number of men and women, a prescribed number in each age group, in each economic group, etc. This method would ordinarily entail too great expense to make it usable as a tool of school administration, but every school system has at its disposal, through its pupils, an enviable contact organization reaching into every element of the population. It is true that pupils could not generally do a reliable job of interviewing, but research in the field indicates that equally as good results can be had by using written questionnaires if proper care is taken to reach illiterates and foreign-speaking elements of the population. To distribute questionnaires by mail or to have them returned by mail will result in a biased sample, for only the most interested one third will reply. The added force of a personal request by a pupil of one's acquaintance to fill out a questionnaire, plus the reminder that he will return to pick up the sealed response, will give a much more complete sample, and one which is subject to control and correction as to its representativeness.

Add to this the fact that public opinion polling is naturally related to studies in the social sciences and that it is a fascinating activity touching upon the real life of the community, and it becomes clear that such polling is not only a useful tool of school administration, but an educational activity of considerable value.

A Pilot Study

A pilot study of public opinion on school issues, using written questionnaires circulated by students to a preselected sample of the population, was made by the writer in Peekskill, N. Y., a city of about 17,000 people, to test the feasibility of the methods suggested here for measuring public opinion on school issues. The study was made under the auspices of the Advanced School of Education, Teachers College, Columbia University, with Professor John K. Norton as sponsor. The local board of education also sponsored the study.

The census reports for 1940 indicated that in Peekskill the population over 21 years of age numbered 11,178. This adult population was made up of 47 per cent men, 53 per cent women. As to race and nativity, 77 per cent were native white,

19 per cent foreign-born white, and 4 per cent Negroes. Similar data were secured for distribution by age groups, by occupational groups, and by rental values of homes.

Selecting the Sample

It was decided to use tenth-grade pupils because they were mature enough to participate intelligently in the study and yet within the age of compulsory school attendance, thus eliminating a selective factor in choosing the sample. After analyzing the population characteristics above, each of the 164 students participating in the study was asked to submit the names of four adults of his acquaintance, selecting them, if possible, so that:

1. Two were men and two were women.
2. Two were under 40 and two over 40 years of age.
3. Four different households would be represented.
4. Any foreign-born person of his acquaintance would be included.
5. Any person over 60 years of age of his acquaintance would be included.
6. All were residents of the city.

For each of the four persons selected, the student was asked to report the information called for on the following card, as nearly as he could estimate it:

	Mr.	
	Mrs.	
Adult:	Miss	
	Last Name	First Name Initial
Address:		
Underline correct item in each line below:		
Sex: Male, Female.		
Race: White, Negro.		
Age: 21-29; 30-39; 40-49; 50-59; 60 and over.		
Born in U. S.: Yes, No.		
Occupational Group: A, B, C, D, E. If this occupational group is C, or housewife, give also occupational group of head of household: A, B, D, E.		
Student:	Period: _____	
	Last Name	First Name

The occupational groups had been carefully defined for the students, with illustrations, as follows:

- Group A. Proprietors, managers, officials
- Group B. Professions, semiprofessions, craftsmen, foremen
- Group C. Housewives
- Group D. Any occupation not included above
- Group E. Unemployed

These cards are for the purpose of preselecting a representative sample of the population; they are never seen by the respondents. By means of these cards it was possible to eliminate duplicate names and to preselect a sample that would be representative of the whole adult population with respect to all of the control factors used. It was found, as had been expected, that there were not enough older people in the sample, and the students were asked for more names of persons over 60 years of age. This portion of the process could be eliminated if, in order to make the final sample a representative one, one were willing to circulate a larger number of questionnaires and to discard large numbers of them after they had been returned and

answered. For example, if 18 per cent of the population being sampled is 60 years of age or older, and one were to circulate 1000 questionnaires indiscriminately, he might find from the returns that he had reached only 36 of these older people. This number would suffice for a representative sample of only 200 persons, and it would be necessary to discard 800 questionnaires. This is clearly not an economical procedure.

There are other methods by which a sample may be selected. If there is available any complete listing of all the individuals or all the households in the community, such as a city directory, water meter list, electric meter list, assessment roll, or tax map, a sample of any desired size may be drawn by selecting names or households from this list in some systematic manner. Sampling from complete listings is a highly accurate and desirable procedure in polling, but it does, of course, make for greater difficulty in making contact with the respondents through students than would be the case if the students' acquaintances were used in setting up the sample.

Formulating the Issues

The school issues upon which the population was to be polled had meantime been selected by the superintendent of schools and other members of the school staff. The wording of the questions was simplified so that they would be understood by the man in the street, and so that ambiguities would be avoided. The usual opinion poll question is stated simply and directly, and answers of "Yes," "No," or "no opinion" are indicated. A small tryout was made with the completed questionnaire before the final form was set up.

At the end of the questionnaire, and occupying as small a part of it as possible, should be a few control questions, to establish the representativeness of the sample and possibly to study the effect of various factors upon opinions held. These questions could include: sex, age, place of birth, race, education, school patronage, and rental or sale value of home. Questions of this type should be placed at the end of the questionnaire because of the relatively higher resistance respondents have to answering them. If these questions were placed first, a higher proportion would refuse to answer any of the questions.

Gathering the Data

The students participating in the survey were given their questionnaires uniformly folded in unsealed envelopes and each student was instructed to request the cooperation of each of the four persons whose names he had submitted. Each respondent was to be asked to participate in a public opinion survey of the community on school issues. Each respondent was to fill out his own questionnaire, seal it in the envelope provided, and give it to the student when he called back in a day or two. The student



Board of Education, Fond du Lac, Wisconsin

Left to right (standing): Fay E. Christ; Norman J. Peters; Mayor Edwin Weis; Edward R. Roll. Left to right (seated): Superintendent Harold C. Bauer; Dr. J. C. Yockey; President Roy W. Thiel; Ralph E. Miller; Mrs. A. Eggers.

was then to return the sealed envelope to the school. The questionnaires were unsigned.

Students were instructed to assist any person in filling out his questionnaire if there was any language barrier, or if there was any reason to believe that the respondent could not read.

Students were to report the number of persons on their lists who refused to fill out the questionnaire, and also the number who could not be reached. This was done in order to secure a measure of noncooperation. Only 7 per cent of the persons approached by students refused to cooperate entirely or turned in questionnaires too incomplete for use, a proportion so small as to remove any fear that the results were seriously distorted by noncooperation. A total of 392 persons were approached, and 365 usable questionnaires were turned in.

Validating the Sampling Technique

These responses were first analyzed with respect to the control factors, to determine whether the sample corresponded to the population with respect to sex, age, nativity, race, and economic status. If any serious differences had been found, the sample could easily have been corrected at this point by adding individuals from groups inadequately represented in the sample. Since the sample had been carefully preselected, however, this was not the case.

To further validate the student-collected or experimental sample, a second or control sample was selected in such a way as to

be sure that it was a random sampling of the population. From the street guide in the city directory, listing every household in the city, every thirty-eighth listing was drawn. This yielded 110 households from all sections of the city. One adult from each household so selected was approached by the writer and asked to fill out a questionnaire. A second call was made an hour later and the respondent deposited his questionnaire in a sealed ballot box. This canvassing was done on days and at hours when both men and women would be at home, to avoid selection on this basis. This canvass resulted in 97 usable questionnaires which became the control sample in the study.

The experimental and control samples were compared with each other and with the population itself with respect to the control factors. The two samples were also compared with each other with respect to opinions on the various issues making up the poll. The chi-square test of homogeneity is a simple statistical technique well adapted to making these comparisons, but they can be made fairly well by mere inspection of the percentages.

The chi-square tests revealed a high general similarity between the two samples both as to opinions on the issues and as to the population characteristics used as controls. It was therefore concluded that scientific polling of a community through a preselected sample made up of the acquaintances of high school students was feasible, and that no selective factors need operate to bias or distort a sample thus selected.

A Technique for Rapid Polling

If the precautions indicated in this pilot study are observed, it would therefore be possible for any school system to conduct rapid and inexpensive surveys of public opinion in its community. It would not be necessary repeatedly to set up control samples to check the accuracy of the sampling, although this might be done the first time the technique is used by persons unaccustomed to sampling procedures in order to reveal the operation of any selective factors which might result in a biased sample.

It would be possible, through the technique indicated here, to set up a preselected sample of the population at the beginning of a school year and to use this same sample two or three times during the year for sounding out community opinion on the single school issue uppermost at the time. Single-question polls on an issue of wide interest and importance will be eagerly answered by the respondents, and the number who co-operate will approach 100 per cent. Hence it would be possible, once a representative sample is selected, to omit from the polls the control questions, which always encounter more resistance. The sample will need to be renewed at least once every year, however, and it should not be polled too often, because the indoctrination resulting from repeated polling will eventually render the sample nonrepresentative of the population as a whole.

BIBLIOGRAPHY

A general understanding of polling principles
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Greater Dispersion in the Range of Teachers' Salaries

Otis E. Young¹

It is welcome news to all engaged in school administration that the public has awakened to the need of teachers for higher compensation, if a sufficient number of competent instructors are to be retained to carry on the work of the schools. The fact that the press and the radio have been urging the case for higher salaries is encouraging as these agencies help reflect and mold public opinion.

A majority of the states have written substantial increases in salaries into law, and practically all municipalities have voted higher schedules. These increases will have the effect of retaining teachers now in service and will encourage others to enter the profession.

At best, increased salaries are seeking to balance the higher costs of living and do not reflect a genuine upward trend in the salaries of teachers as compared with salaries in other occupations. If the present shortage of teachers, at all levels, is to be relieved, something must be done to place the compensation of instructors upon a level that will be attractive at all times.

Increased salaries are no new thing to teachers. In the past there have been periods when salary raises have come, and there have been periods when salaries have been reduced. This fluctuation is to be expected and is common to all professions.

Benefits of Higher Salaries?

There is little doubt that higher salaries will attract more candidates for teaching positions. In fact, if this did not happen it would mean that there is something basically wrong with teaching as a satisfactory occupation. The trend toward equal salaries for equal training and experience, is doing much to eliminate the shortages in elementary schools, where the situation has been most critical.

A question that many educators are asking relates to the permanence of the benefit to come to the profession from the present higher salaries. If the net result is only to hold those now in service, and attract a few additional recruits who will serve until the next period of maladjustment, are the schools really making any gains? If we are to continue to receive the wholehearted support of the taxpaying public, schoolmen must do something that will justify greater outlays when needed to keep education at the high level demanded for maintaining a democratic government.

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As matters stand, the crying weakness of the present system of salary schedules is the narrow spread between the salaries of beginners and those who have reached the top. There is too little incentive for teachers to show surpassingly high skill in the classroom. Some of the schedules have attempted to meet the problem by spreading the increases over a long period of years. A few cities have gone so far as to make the time extend over 27 years, which leads to the same answer: The spread is too small and the increments are so small as to completely discourage ambitious people.

The Administrative Way Out

At present, those teachers who want to earn salaries comparable with other occupations, must enter the administrative field. This is unfortunate because many excellent teachers make poor, or at best, mediocre executives. Many of the best teachers do not want to do administrative work. Nor should it be necessary for teachers to leave their classrooms to draw high salaries. If a superintendent is worth \$10,000 a year, then there must be some—a few—teachers in the same schools who are worth as much. I fully realize that one such salary is far easier to bear than would be six or seven.

It is not the purpose here to suggest a plan under which the few highly paid teachers should be selected—a long-time study is needed to set up the determining factors. Our present rating scales are too subjective and open to too much pressure from individuals and groups. The real test of the great teacher lies not in the estimate made by superintendents, principals, or teachers, but in the quality of students turned out from his classes. The type of measurement I have in mind goes far beyond present concepts. It must take into account the outcomes of a long period and complete analysis of the ultimate product of our schools. It will mean studies of aims, ideals, character, personality, subject-matter achievement.

The history of American education shows peak periods of educational stimulation and sloughs of educational depression. The former have been due to great teachers and the latter to the lack of such teachers. There never has been much argument that the key to any great system of schools is found in its teachers. I am not too greatly concerned with the rank and file of teachers. Usually it has been possible to fill teaching positions with fairly competent

teachers, regardless of salary. While increased years of training and careful selection will bring into teaching a better class of men and women, the answer to the problem of getting the very best teachers does not lie in increased years of training. Added training merely makes the conditions of entry more difficult and reduces the chances of a surplus clamoring for jobs that are not to be had. Other professions have practiced this method, but it is not the right answer to our particular problem. It is not so important how many enter a profession, as it is that the prospects ahead warrant able people to devote their lifetime to advancement.

The Competitive Element

The analogies of medicine and law are scarcely applicable to teaching. Medicine and law are professions which are competitive *after* entry. The fact that a man is graduated from a school of medicine or law does not insure his success or fame in practice. He must still show himself superior in practice. Teaching is highly competitive *before* entry. Once a job has been secured, there is not much incentive for progress. Wherever tenure laws are in effect, it is almost impossible to dislodge a less than mediocre teacher, unless he or she openly violates the Ten Commandments or the penal code.

In a state that recently gave large increases in salary, an influential citizen remarked to a superintendent: "Now you can get rid of the dead timber, and replace it with some new live material." This did not happen. The dead timber received just as much increase as did that which was alive. No noticeable change will be felt in the quality of teaching in that state for years, if ever, in spite of the higher salaries.

If it is possible to develop a system of rating—and from the nature of the problem it will not be easy,—which will determine with certainty when we have found a superb teacher, then we should reward that teacher richly. If beginning teachers knew that rewards were possible equal to those in other professions, I am convinced that the schools of education would be filled with candidates. Perhaps this is visionary, but I am convinced that it is the only way to attract teachers of the caliber that will make the future of education secure.

I am not advocating such high salaries for all teachers, nor am I advocating any such plan under our present methods of teacher rating. I have been trying to say that the time has come when we must think of greater compensation for those who have the talent to make the schoolroom the place of educational development which will make high salaries their due. We need teachers whose weight will be felt in community life and whose influence will shape the destiny of the nation. They should not be asked to do this as missionaries, but as well-paid public servants.

Custodial Personnel Administration¹

John E. Phay

II. SALARIES AND SALARY SCHEDULES

In compensation for the long working day, which most school custodians have been obliged to serve, have been small salaries. In 1915, Deffenbaugh² reported that, in many instances, salaries of school janitors, as custodians were then designated, were so low that only old men who could do nothing else were employed. The average amount paid janitors was first reported by Garber³ in 1924 based on a survey made in 1917 in which he found \$980.42 to be the average wage for the janitors in cities above 2500 in population. In 1926, Vander Meer⁴ found \$1,200 to be the median salary for janitors in the Rocky Mountain region. The N.E.A. reported biennially the median salaries paid janitors from 1925-43. Table III presents these median salaries, together with their "real value" based upon the cost of living.

TABLE III. Median Salaries Paid School Custodians; "Real Salary" Values and Consumers' Price Index — 1925-1946

Year	Group I Cities above 100,000 population		Group II Cities between 30,000-100,000 population		Consumers' Price Index (December of initial year)* 1935-39 Av. = 100
	Median salary paid	"Real value"	Median salary paid	"Real value"	
1	2	3	4	5	6
1924-25	\$1,370	\$1,112	\$1,346	\$1,093	123.2
1926-27	1,390	1,102	1,452	1,151	126.1
1928-29	1,538	1,257	1,432	1,170	122.4
1930-31	1,541	1,337	1,444	1,252	115.3
1932-33	1,265	1,353	1,287	1,376	93.5
1934-35	1,211	1,259	1,233	1,282	96.2**
1936-37	1,297	1,300	1,298	1,301	99.8
1938-39	1,429	1,426	1,377	1,374	100.2
1940-41	1,419	1,409	1,368	1,358	100.7
1942-43	1,590	1,321	1,612	1,339	120.4
1945-46	2,092	1,610	1,920	1,478	129.9

Sources:

Median Salaries: N.E.A. *Special Salary Tabulations* (1924-1943); and Phay, John E., *Emoluments of School Custodians* (1946).
Consumers' Price Index: U. S. Bureau of Labor Statistics.

Salary Policies in 1946

In 1945-46, the median salary paid custodians was \$1,980 for cities above 30,000 in population. Salaries ranged from \$800 to \$4,700. Cities had increased salaries paid custodians in 1942, by an average of \$300 (median). In about three fourths of the cities, increases represented basic salary raises. One fifth of the cities, however, had granted salary supplements only — such as cost-of-living bonuses.

Nearly one fourth of the cities did not have salary schedules for their custodians while about three fourths did have them. Over half of all the cities reported that their salary schedules had been made through co-operative salary studies. The number of representatives participating in the salary studies, however, averaged less than three and one-half persons.

*More applicable figures for the Consumers' Price Index might be secured for each year by using the mean of the monthly indexes July-December and January-June of the succeeding year.

**November Index.

¹This is the second in a series of articles based on: John E. Phay, *Emoluments of School Custodians*, an unpublished Ed.D. project at Teachers College, Columbia University, 1946, 166 pp. This project surveyed school custodial personnel in the spring of 1946 in cities above 30,000 in population in the United States.

²W. S. Deffenbaugh, *School Administration in the Smaller Cities*. Bureau of Education, Bulletin, 1915, No. 44 (Washington, D. C.: Government Printing Office, 1915), p. 96.

³John Absalom Garber, *The School Janitor*, Bureau of Education, Bulletin, 1922, No. 241 (Washington, D. C.: Government Printing Office, 1922), p. 9.

⁴Cornell Vander Meer, *The Status of the School Janitor of the Rocky Mountain Region* (an unpublished master's thesis at Colorado State College, Greeley, Colo., 1926), p. 147.

Most of the custodians were *not* provided a written contract, but 28.6 per cent were employed under civil service rules. Less than half of the cities promoted custodians according to established rules.

Pay periods were fairly evenly divided among biweekly, semi-monthly, and monthly payments for 87 per cent of the cities, but weekly pay periods were reported for 11 per cent.

Basis for Establishing a Salary Schedule for Custodians

Custodial Positions Should Be Classified. Even though all custodians work the same number of hours per day and per week, some jobs will be more difficult than others. This may be due to the amount of sidewalk, lawn, and shrubbery to be cared for; the number and size of rooms, the type of floor to be cleaned; the area of windows to be cleaned; the condition and type of heating plant; the age and condition of the buildings; the type of equipment available for cleaning; as well as many other items. Besides varying in difficulty, custodial jobs vary in the amount of responsibility demanded of the custodians.

For purposes of salary scheduling, custodians should be classified. Classifications should be made on the basis of a thorough job analysis in which the relative difficulties of the work and the amount of responsibility inherent with the job are determined. A separate salary scale should govern for each classification as shown in Table IV.

Increments. Custodians should be paid the maximum salary for their position at the time they reach the height of efficiency. According to Linn,⁵ custodial supervisors are agreed that it takes between three to five years before a capable individual can become a skilled custodian. Therefore, salary schedules for custodians should have three to five increments.

The amount of each increment should be of sufficient size to be "felt" by the custodian. This principle, advocated for teachers by Elsbree,⁶ seems equally appropriate for custodians. There is little doubt that an employee derives slight, if any, satisfaction in receiving an increased salary when the increase is so small it is scarcely noticeable in added purchasing power.

Range of Salary Schedules

Maximum Amounts. The maximum salary for custodians should at least equal the amount necessary to maintain a "health and decency" standard of living. The amount necessary for a "health and decency" standard of living might be derived from data such as is published by the Heller Committee for Research in Social Economics of the University of California. This committee prepares annually a cost budget for several income levels based upon a "health and decency" standard of living. Admittedly, few people will agree on exactly what is needed for a "health and decency" standard of living, but until something better is found, the findings of the Heller Committee might well be used in establishing custodians' salaries.

In 1944, the cost estimate made by the Heller Committee for a wage earner's family of four, consisting of a man, wife, boy of 13 and a girl of 8 years, based upon prices in San Francisco, March, 1944, was \$2,964.⁷ This included items such as federal income tax, unemployment insurance tax, old age insurance tax, and the purchase of bonds amounting to about 10 per cent of the budget.

⁵H. H. Linn, "Personnel Policies for Building Service Employees," *THE AMERICAN SCHOOL BOARD JOURNAL*, 100:29, Apr., 1940.

⁶Willard S. Elsbree, *Teachers Salaries*, New York: Teachers College, Columbia University, 1931, p. 110.

⁷The Heller Committee for Research in Social Economics, Albert H. Mobray, chairman, *Wartime Budgets for Three Income Levels* (Berkeley: University of California Press, 1944), p. 67.

If it is desired to find an amount for another city, comparable to the \$2,964 determined by the committee for San Francisco, such an amount may be computed by using the consumers' price index⁸ figures for the cities involved. The March, 1944, index for San Francisco was 127.4 while for the United States average, it was 123.8. The "average" city would find:

$$\$2,964 \times \left(\frac{123.8}{127.4} \right) = \$2,880$$

to be its comparable amount.

The \$2,964 budget of the Heller Committee was based on a family of four. If the average size of the families of the custodians in any particular city is less, or more than four, proper adjustments should be made.⁹

Minimum Amounts. The minimum salary for custodians should be set only after careful consideration of the factors involved. Custodians should be selected from promising men or women who desire to make custodial work their career. Salary schedules should be made that will attract this type of person and will discourage persons looking for "fill in" jobs or "political plums." For this reason the minimum salary should not be too high. Besides being a factor that helps in the selection of custodians, a moderate minimum salary is justified by the period of apprenticeship an inexperienced custodian must serve before he becomes moderately efficient. Minimum salaries established in this fashion will be below the amounts proposed by the Heller Committee as necessary for a "health and decency" standard of living. During the first years of service, the custodian will not be able to afford the savings and luxuries allowed by the Heller Committee. A suggested form for a salary schedule based upon the foregoing principles and the 1944 cost of living, follows in Table IV.

TABLE IV. Suggested Form for Custodians' Basic Salary Schedule

Step	CLASSIFICATION		
	A	B	C
1	2	3	4
1	\$1,800	\$2,050	\$2,300
2	2,050	2,300	2,550
3	2,300	2,550	2,800
4	2,550	2,800	3,050
5	2,800	3,050	3,300

Actual salaries are dependent upon cost-of-living adjustments added to or subtracted from these basic amounts.

Cost of Living Adjustments

Custodians' salary schedules should automatically provide cost-of-living salary adjustments. Escalator clauses have been included by some companies in their workers' contracts for several years. In 1941, the National Industrial Conference Board¹⁰ reported 22 companies having automatic cost-of-living salary adjustment plans and in 1945, the N.E.A.¹¹ reported that nine school systems were employing this feature.

Salary schedules with escalator provisions provide a method of systematically adjusting wages according to a scientific formula; thus increased salaries come at a time they are needed and decreased salaries come at a time when prices are low. The board of education cannot be justly blamed for a "cut" in salary if the cost-of-living adjustment is a part of the salary schedule. In addition, future increases in labor costs may be forecast more exactly if a cost-of-living plan is in operation than if arbitrary wage increases are granted.

The cost-of-living feature should increase the morale of the custodians. In times of increased living costs the custodians will

know that their purchasing power will keep pace with the rising prices. In times of depression the custodians will know that although their salaries will be "cut" the reduction will be proportionate to the decreased cost-of-living and their relative economic status will be the same.

The practical application of an escalator provision in a salary schedule calls for three predetermined factors:

- What cost-of-living index shall be used?
- How much must the cost-of-living change before salary adjustments are made?
- What is the minimum period for which a change shall be made?

The United States Bureau of Labor Statistics' Consumers' Price Index is recommended for most cities because it is a government statistic and the figures are readily available. However, another reliable index, such as that of The National Industrial Conference Board, might be used. (The Conference Board includes some cities that are not covered by the United States Bureau of Labor Statistics.)

In general, cities measured by the United States Bureau of Labor Statistics should use the consumers' price index for their city and the figures listed under "all items." Cities not measured by the Bureau should use the consumers' price index for a neighboring city, or the United States average.

Since custodial salaries approximate the amount required for living costs they should be adjusted often enough so that custodians will not feel a "pinch" in times of inflation. Therefore, salary adjustments usually should be considered quarterly and the appropriate correction made if the consumers' price index has deviated from its base (the point at which the consumers' price index stood at the time the plan was inaugurated), by as much as three full points. Subsequent revisions should be made when the change is as much as three full points above or below the point established by the last adjustment. From the board of education's standpoint, it may sometimes be necessary, in order to avoid budget difficulties, to make adjustments not more frequently than once a year. In some cases, therefore, salary adjustments should be considered yearly.

Since the *United States Monthly Labor Review* reports the consumers' price index two months behind time, it may be necessary to use figures that are two months old. In the long run this will not materially affect either the employee or the employer. If adjustments are made quarterly the average figure for the three-month period might best be used to determine whether or not there had been a three point deviation.

When a cost-of-living salary adjustment is made, the following formula may be used to determine an individual's salary:

$$\text{New Salary Rate} = \text{Basic Salary Rate} \times \left(\frac{\text{Present Consumers' Price Index}}{\text{Consumers' Price Index when basic salary rate was established}} \right)$$

Example of Cost-of-Living Adjustment Formula

If a custodian's basic salary rate is \$2,800 per year, what amount should he be paid monthly during the next three months if the consumers' price indexes for the last three months are 126.2, 128.4, and 130.8, and the index on which the \$2,800 rate was based, is 123.8.

$$\text{New Salary Rate} = \$2,800 \times \left(\frac{128.5}{123.8} \right) \text{ or } \$2,906$$

$$\text{New Monthly Salary} = \$242$$

$$\text{Basic Monthly Salary} = \$233$$

Recommendations on Salaries for Custodians

- Definite salary schedules should be provided custodians.
- Salary schedules for custodians should be made co-operatively and participants should properly represent all divisions of the custodial staff.

¹²Amount listed on salary schedule.

⁸Consumers' Price Index figures are issued monthly by the U. S. Bureau of Labor Statistics.

⁹The National Industrial Conference Board, New York City, in its Studies in Personnel Policy No. 82, *The Heller Budget in Wage Negotiation*, 1947; criticizes use of the Heller Committee findings as applied to wages principally because prices are higher in San Francisco than in most other large cities and the average family in the U. S. is less than four persons.

¹⁰National Industrial Conference Board, *The Cost-of-Living* (New York: The Board, 1941), pp. 34-35.

¹¹N.E.A. Research Division, *Cost of Living Trends* (Washington, D. C.: The Association, 1945), p. 19.

3. Rules of promotion should be established and made known.
4. Salary schedules should be made that will attract "career" custodians.
5. The maximum salaries for custodians should be determined by the amount necessary for a "health and decency" standard of living as determined by the Heller Committee or by other equally reliable groups.
6. Salary schedules for custodians should have from three to five yearly increments.
7. Increments should be large enough to be "felt."

8. Salary increments should be granted annually. In some cases increments should be denied for just cause but only upon the written recommendation of the supervisor.
9. All custodial positions should be classified and a distinct salary scale made for each classification.
10. At least once in five years appraisal should be made of the appropriateness of the basic salary rates and of the job classifications.
11. Salary schedules should provide for cost-of-living adjustments.

The Dubuque Adult-Education Plan

M. R. Clark¹

Formal adult education in Dubuque is not new. In fact, it has been carried on in the city schools and in the community during the past 23 years. The program is sponsored by the board of education, and the supervisor of vocational education directs and supervises the work as director of adult education. In specific vocational areas such as plumbing, painting, salesmanship, etc., local trade organizations and the trade unions co-operate in the development of classes.

According to need, all adult classes meet one or two nights per week during a period of ten weeks per semester. The school year is divided into two semesters. A small enrollment fee is charged to defray the cost of instruction and to help motivate attendance.

Classwork and Forums

While the adult-education program is an enterprise of the school system and full

¹Superintendent of Schools, Dubuque, Iowa.



(Above) The registration brings prospective students and teachers together and permits of the discussion of personal problems and preferences. Guidance is an important element in the work of teachers who help adults select courses.



(Left) Art instruction always attracts large classes of young people both for vocational and recreational purposes. The instruction is largely individual.



A class of apprentice painters and decorators is conducted by an experienced craftsman who is here helping a student solve a practical problem of fitting.

responsibility for it is retained by the board of education, the general promotion of attendance and the scope of the courses offered are recommended by an Advisory Council. This Council consists of representatives from the various civic, social, religious, and economic groups of the city and of the surrounding rural community. Through the Advisory Council an executive committee of ten members is selected, who with the director of adult education and the superintendent of schools, are responsible for the general operation of the adult school program.

In addition to formal classroom work, a series of three forums has been organized for the winter. These forums are conducted by a discussion leader and a panel of competently informed people. One forum on international problems has been devoted particularly to Russia and Communism. The intensely interesting topic of labor relations, with specific attention to the Taft-Hartley Law, constituted the topic of the national issues forum. Local conservation will be the subject matter of the final evening program.

Advantages of Council

The adult-education program, in the opinion of the Dubuque school authorities, should be organized on democratic principles. It should so far as possible meet the community needs and in its conduct the widest possible community influence should be brought to bear. The Council can do much toward co-ordinating the efforts of major and minor groups within the community and thus prevent overlapping of the activities and insure a maximum of

usefulness with a minimum of effort. It is the experience in Dubuque that the Ad-

visory Council gives the adult-education program continuity, that it assures the participation of a large number of parents, members of special groups, and others, who otherwise would ignore the program. The Advisory Council is a truly democratic form of promotion and public relations.

Objectives of Work

In Dubuque the following nine objectives have been kept before the administration and the teachers in connection with the evening classes:

1. To make up for educational opportunity lost in childhood.
2. To acquire additional culture and refinement.
3. To prepare for college or professional schools.
4. To prepare for entrance, or for advance, in commerce, trade, or industry.
5. To qualify for newer or better vocations, higher and richer fields of endeavor.
6. To improve in all the arts and sciences of the home.
7. To seek guidance in adjustment to the land of their adoption.
8. To seek relaxation and change from daily pursuits.
9. To seek to preserve or restore health through systematic, supervised, and directed physical education and exercise.

Rock Asphalt Ends Playground Troubles

Natural rock asphalt, properly applied, is an ideal coating for school playgrounds. In numerous Illinois schools, rock asphalt has been used for some years with excellent results, according to O. R. Barkdoll, Downers Grove, Ill., who as physical education consultant, has had unusual opportunities to observe the results achieved with rock asphalt and who is convinced of its superiority over all other surfacing materials.

The material is low in cost, can be placed without the use of expensive machinery and skilled labor, and has a long life. School maintenance men and high school pupils can lay a rock asphalt playground surfacing with the aid of available lawn rollers. The material is obtainable from mines in Ohio, Kentucky, Louisiana, Missouri, Oklahoma, and California. As a rule, the total cost due to freight charges and other handling, should not be more than 50 per cent higher than the price at the mine. A ton will surface 175 square feet with a coating $1\frac{1}{4}$ in. thick.

Mr. Barkdoll lists the following 12 procedures which can be employed by the school authorities who desire to do a "homemade" job.

1. Prepare the base a year in advance similar to one that would be satisfactory for a private driveway.
2. Order ample material from the nearest mine. Secure more than the anticipated need so as not to run short. Near-by homeowners always want to

buy some for their driveways.

3. Set the freight car load in a material dealer's yard where there is a "clamshell" for unloading. Hand-shoveled unloading costs about \$2.25 per ton, while a power shovel will do the job for one half the cost.

4. Stockpile the rock asphalt near the playground.

5. Spray the base with 0.4 gal. of liquid asphalt per square yard. A road maintenance distributor will do the job or you can use sprinkling cans.

6. Distribute natural rock asphalt in windrows, with a Fordson tractor dirt loader. Or use wheelbarrows.

7. Straddle the windrows, with the wheels of the tractor set wide apart, and the grading blade in the rear of the tractor to level off the windrows down to about 2 in. in thickness.

8. Saw four forms, $1\frac{1}{4}$ in. thick, and 4 in. wide, from four, 16-ft. two-by-fours.

9. Lay these forms end to end, 8 ft. wide apart, straddling a bladed windrow.

10. Drag a cement finisher's straightedging machine over these forms. Or straightedge the material by hand.

11. Roll with a power-driven asphalt roller, and then use the surface immediately. If a power roller is not available, use an ordinary lawn roller, but permit the new surface to "cure" in the sun for a couple of weeks before using. Keep the roller painted with kerosene so that the material will not adhere to it.

12. After three weeks of hard usage, secure "traffic paint" and mark the boundary lines for every game and court known to the physical education program.

Hurdles in Religion for the American School Board

Herbert B. Mulford

By its decision in the famous *Champaign, Ill., "atheist" case*, the Supreme Court of the United States placed so many hurdles before all public educational forces in the whole country, but especially before policy-making school boards, that the problems of "separation of Church and State," instead of being clarified, promise to be increasingly confused indefinitely into the future.

On March 8, by a vote of eight to one, the court reversed the decision of the Illinois Supreme Court of January, 1947, whereby the board of education of Champaign was held not to have exceeded its constitutional authority by permitting co-operation with the local council on religious education for denominational training for Protestant, Catholic, and Jewish pupils on released time within the public school buildings, without cost to the school district. An adverse decision had been expected by many leaders in religion and education, as was evidenced by forecasts of the decision in the discussions of the subject at the convention of the American Association of School Administrators in February at Atlantic City. So extreme, however, is the language of the decision that Justice Reed, in his dissenting opinion, asserted that the decision threatens all forms of religious instruction connected with public school systems. Justice Jackson, although concurring with the majority, said he believed the decision went too far and would start a flood of litigation against school systems. He held that it even threatens liberal arts courses which touch upon church architecture, sacred music, and religious reformation.

Immediately following the decision, news reports stated that an attack would be made upon the practices of the Chicago board of education, which releases some 25,000 children to attend weekday religious training, but outside the school buildings. Across the country from numerous school systems, large and small, came word of extreme confusion and incipient action to stop many types of practices heretofore permitted in trying to reflect the needs and wishes of the local communities which the school boards serve.

Several of the more important passages of the decision follow: The facts "show the use of tax-supported property for religious instruction and the close co-operation between school authorities and the religious council in promoting religious education. . . . Pupils compelled by law to go to school for secular education are released in part

from their legal duty upon the condition that they attend the religious classes. . . . It falls squarely under the ban of the first amendment. . . . Neither a state nor the Federal Government can, openly or secretly, participate in the affairs of any religious organizations or groups, and vice versa. . . . To hold that a state cannot consistently with the first and fourteenth amendments utilize its public school system to aid any or all religious faiths or sects in the dissemination of their doctrines and ideals does not, as counsel urges, manifest a governmental hostility to religion or religious teachings. A manifestation of such hostility would be at war with our national tradition as embodied in the first amendment's guaranty of the free exercise of religion. . . . Here not only are the state's tax-supported public school buildings used for the dissemination of religious doctrines. The state also affords sectarian groups invaluable aid in that it helps to provide pupils for their religious classes through use of the state's compulsory public school machinery. This is not separation of Church and State."

The Released Time Problem

The extent of the effects of the ruling solely on the activities of public schools using the so-called Gary Plan for weekday denominational training on released or dismissed time is indicated by recent estimates of leaders in this field. Whereas, something over a year ago, the number of communities using one or the other aspect of the plan was estimated at 2200, serving about 2,000,000 pupils, currently this figure has been raised to about 3000, with no trustworthy estimate of the increased number of pupils served. This change is not due solely to rapid growth, but to inadequacy of census gathering. On the score of the practical effect on these communities, active religious leaders were prepared for an adverse ruling as it might concern use of school buildings. They had largely relied, however, on the right of school boards to release or dismiss pupils, upon parental request, to go outside the school buildings for the same divided types of denominational training given them elsewhere, generally in churches. The attack planned on the Chicago board of education, therefore, holds great interest, for about 60 per cent or more of the co-operating communities use the pattern followed by Chicago.

This decision came at a time when marked interest had been developed among leaders in both the secular and the religious

fields of education. Rapidly there had been developing a realization that the two fields logically overlap. In many quarters it had been conceded that released-time weekday co-operation between the two general forces was something of a stopgap in absence of some better system. Less than a year ago into this situation had come the recommendations of a committee of the influential American Council on Education, fully recorded in the JOURNAL. To oversimplify those recommendations, they held that both the nation and the schools had been secularized and that to overcome in part that condition the public schools should create "an awareness" of religion as a force in our Western and American culture. Studies in the social sciences were to carry as much information on religion as on exploration, war, politics, industry, or education itself. The Bible was to be used as religious literature. The stumbling block which was recognized was "teachers yet to be trained to teach from text-books not yet written." Significantly the report bypassed the whole plan of released- and dismissed-time training as not providing ideal education. Although there has not been a great deal of publicity given to this report, numerous inquiries and the promise of further reports by the American Council on Education seem to indicate that these recommendations are the core of a growing movement second only to the Gary Plan in its long-term significance.

Some Recent Controversies

Across these two important trends and efforts to bridge the gap between religion and public education is a controversy approximating a trend. Last January a "Manifesto" was issued with much publicity by a new group calling itself "Protestants and Others United for Separation of Church and State." This paper severely attacked the Roman Catholic denomination for alleged efforts to break down the American tradition of separation of Church and State. Specifically also it objected to the use by the President of an envoy to the Vatican and to Supreme Court decisions permitting state legislation for the granting of free textbooks and bus transportation to parochial schools. High clerical authorities felt impelled to answer the charges. Currently a partisan issue has been raised, which rightly or wrongly, the common public tries to connect with current court decisions.

A fourth trend, now greatly high-lighted by the recent decision, is that of the

almost universal practices of all public schools to reflect in so far as possible the local climate of religious opinion of their given communities. The vast majority of the public schools employ all sorts of devices that reflect the Christian character of our cities, towns, and villages, notwithstanding considerable minorities that may object to such curricular and extracurricular materials. For instance, recognition of such religious days as Easter, Christmas, Good Friday, and Thanksgiving Day is widespread and may continue over objections. Christmas carol singing, religious concerts, and much religious art and pageantry are common. A significant objection to carols was the order during the holidays last winter by a superintendent of 23 Brooklyn schools to stop carol singing because the songs were Christian and 20,000 out of 30,000 of the pupils were Jewish. There are hundreds of other techniques, for instance, in audio-visual education, where famous speeches, songs, poems, and historical episodes are used with embedded references to God, and projections of cathedrals, mosques, and synagogues are shown. There is also definite testimony from active school officials that these techniques are used even when objections to them are made, unless those objections are from a large and active majority. Still, it was one self-styled "atheist" who upset a movement running actively into thousands of communities. One hazards the guess that if the Supreme Court of the United States had informed itself on this great complex of universal practices, the current decision would not have been written in the language handed down. Obviously even the Supreme Court cannot break down the common practices in more than 110,000 independent and self-supporting, locally autonomous school systems overnight. To go to the extremes feared by both Justices Reed and Jackson means running against as great a force of habit, custom, and tradition as that which operated to overthrow prohibition, notwithstanding federal constitutional command.

Some Governmental Inconsistencies

To go to these extremes at once brings up the inconsistencies between the mandate to the schools and what many other branches of both federal and state governments are doing as apparently permanent public policy. Congress and the legislatures are opened with invocations by tax-supported chaplains; currently there is a large demand for additional tax-supported chaplains for the armed forces. Proclamations are issued by the President and governors on religious subjects. Certain types of tax-supported institutions definitely employ chapel services with religious training. On the strictly educational side 12 states and the city of Washington require Bible reading in the public schools; about twice that many by state law permit it. There is an immediate clash of discrimination

between certain branches of the Federal Government and state-controlled education.

It seems apparent that great misunderstanding regarding what is taking place in these overlapping fields of religion and education exists with many people who should be greatly concerned. First, it seems almost incredible that the Supreme Court of the United States intended to reach in the arm of the Federal Government to take from all the states a significant part of their state and local autonomy. Again, it seems that it should be constructively possible to continue to use such religious literature as Tennyson's "Idylls of the King," Lowell's "Vision of Sir Launfal," Howe's "The Battle Hymn of the Republic," and other material, not to mention the thousands of classical English quotations from the Bible that are embedded in all our literature. Yet this may be considered by school authorities as "disseminating religion."

What Will People Do?

Possibly the great majority of school people will interpret the decision for themselves to mean merely dispensing with weekday training in co-operation with local religious councils. Probably those not using the school buildings will await the outcome of the Chicago or other similar cases, which may spring up all over the country. It would not be surprising if either of two developments should eventuate: a great rallying of religious leaders to work co-operatively for a further understanding of what is what in practices and legalisms, or a great subsidence of interest on the part of educationists to do anything at all and merely to let things drift in any evolutionary trend that local custom has sanctioned up to the point of not being attacked in law or through tax objections for possible infractions of court decisions.

Here and there, before this decision was handed down, there were active efforts to do something about reducing the extreme secularization of the country and schools as measured by the absence of more than half the adult and child population from active communication with organized religion through churches. There was grave concern over the fact that the average

amount of time spent by the typical Sunday school pupil on religious study was about 12 hours a year, as compared with possibly twice that much time weekly on other subjects in the public school curriculum. There was grave doubt in many minds that the public schools, within their understanding, were doing as much to "educate the whole child" as parochial and other private schools were doing. In scattered teachers colleges and universities theses and dissertations were being written on the subject by graduate teacher trainees. In some universities such trainees were being definitely "made aware" of this whole problem as a complex of many problems that for years to come would specifically affect their chosen profession. In some states the state boards of education had appointed special committees to study this problem, but these were arrested in their activities because of legalisms which are now many times as complicated as when it could be normally assumed that the legislature of a given commonwealth still had, not only the obligation to support its schools financially, but full authority to conduct a system of locally autonomous school districts.

This situation demands the fullest understanding by national, state, and local leaders in both religion and education. This in all probability will be slow in development from top authorities down to policy-making school boards, for that is the proverbial gap in all current secular education. It is commonly known that the best practices of the largest aggregations of the best schools do not percolate down to their neighbors for from 15 to 25 years. Likewise, teachers colleges over the nation should acquaint trainees of full particulars in this field as conditions change. Local well-informed school administrators should elucidate to their boards and faculties the many shades of meaning to all these developments so that it may be possible to understand whether the state prohibitions against "sectarianism" in the public schools still leaves room for "awareness about religion" without "bootlegging" practices or violating the law. One cannot guess whether local religious leaders can get together after the fashion of the disclaimed local religious councils and produce techniques that, as public relations, will provide local climate of opinion to stimulate solution of this major problem in our civilization.

One matter is very apparent. In nearly all current discussions among administrators, school boards, teachers, and the public at large, there is an immense ignorance over merely the definitions of terms. A glossary is needed to interpret "religion," "sectarianism," "denominations," "religious education," "separation of Church and State," now more complex than ever, "ethics," "Christian ethics," "morality," "spirituality," "worship," "beliefs," and so on.

Finally, although some educational publicists hold that it is premature to develop



outlines for teacher college discussions on this subject or actual syllabi for trainees in schools of education, events seem to demand that the national and state societies of education and religion bring to the attention of presidents, deans, and professors of education the knowledge of these needs.

Postscript

As the JOURNAL goes to press these developments in this highly controversial situation are to be recorded:

1. Eminent counsel holds that the decision has not merely stopped "released-time" training within school buildings; rather the long-time practices, heretofore lawful, of renting space in school buildings for any religious purpose whatsoever must stop. Likewise such practices as required daily Bible reading in many states, carol singing or other Christmas

celebrations, or observance of Good Friday, Easter, or Thanksgiving in any type of exercises are in jeopardy.

2. Although the order to the Illinois Supreme Court seems to be clear enough, the arguments on which it was based in the majority opinion necessitated other opinions of justices. These arguments are so wholly in conflict with practices in thousands of schools that counsel has expressed the opinion that if such arguments should be pressed into practice, the major decision itself would not be cleared up for possibly ten years.

3. Communications are going to all the 3000 community councils on religious education, urging that all parties strictly observe the law but not give up hope that the broader problem can eventually be solved.

4. To that general end a new group

of some thirty interested leaders has been formed in order to try to implement the recommendations of the American Council on Education to create an "awareness" regarding religion in the public school curriculum. Thus public school people will be hearing more and more the phrase "religion in education," rather than the older confusing phrase "religious education."

5. Publicity more and more is being planned to show up the inconsistencies in the whole problem of "separation of Church and State." For instance, fresh emphasis is being made on use of religion to bulwark the swearing in of government executives on the Bible, the whole structure of judicature as supported by perjury laws based on religious faith, and the use of religion in fundamental laws and legislative procedures.

Building Schools When Costs Are High¹

N. L. Engelhardt²

High costs are not peculiarly characteristic of this postwar period of 1948 alone. They have confused and confounded generations over centuries of fluctuations in values. Over three hundred years ago one William Shakespeare presented the issues of that day in his play "Second Part of King Henry IV." Through one of his characters he briefly summarizes as follows.

"When we mean to build,
We first survey the plot, then draw the model;
And when we see the figure of the house,
Then must we rate the cost of erection;
Which if we find outweighs ability,
What do we then but draw anew the model
In fewer offices, or at last desist
To build at all?"

Shakespeare, with prophetic insight, here portrays the dilemma in which boards of education and school executives find themselves today. Lord Bardolph, who is Shakespeare's spokesman on this occasion, discourses further about "consenting on a sure foundation," "questioning surveyors," "knowing our own estate," "weighing against his opposite," and "fortifying in paper and in figures." These are current activities of many a school system. After discussion, conference, and analysis, some have courageously moved forward on their school building projects while others have preferred to gamble on future price recessions.

Building Needs at Highest Point

The year 1948 has opened with school

building needs at the highest peak in the history of public education. A long economic depression has witnessed the diversion of possible school building funds into channels of other human needs. The world war caused almost a complete stoppage of school building construction. Wartime priorities denied the basic materials for even a reasonable maintenance of existing school structures. Inflationary prices are today representing a fourth catastrophic movement against providing proper housing for the school children of America.

Thus, over approximately twenty years of frustration and resort to temporary expedients, school systems have struggled to make building adjustments. To be sure the PWA, the WPA, and the governmental subsidies to war industry centers provided partial building relief here and there, but in the main the urgent need for new construction has continued to pile up. The lag in maintenance programs alone has mounted to hundreds of millions of dollars.

During these twenty years, vast changes have occurred in our urban centers. A deteriorating disease has attacked the hearts of our cities. Populations have moved away from existing school buildings, in part because of their substandard conditions. They have built their new homes where no school buildings exist and thus have accentuated the school building need. The years have witnessed a significant advance in popular demand for buildings which are safe and sanitary, more adequate for community use and amply provided with recreational spaces, both indoors and out. Obsolescence creeps fast through a schoolhouse and twenty or more years take a toll that only replacement can offset. For the cure of the social disease of old schoolhouses

man has not yet discovered a penicillin or a sulfa drug. Money alone can satisfy the need.

Educational Demands Insistent

The sweep of social forces has brought new school building problems in their wake, the war's stress upon the rights, and responsibilities of the individual citizen has reflected itself in new educational demands. Educational expansion upward and downward is no longer a theory but represents an undeniable insistence for new facilities. Our people are no longer content with an educational preparation for the tomorrow, but they also want the facilities which will give greater substance to present-day living. The GI's have given a realistic boost to the slogan "More education for more people."

The radical turnover in birth-rate trends is a wholesome, fortifying movement in American living. What it means, however, is that the existing elementary school facilities in many a city will only suffice in the early fifties to house the children of the kindergarten and the primary grades. The building of more elementary school structures cannot be postponed much longer.

In the discussion of school building needs, the teacher has long lacked proper consideration. The strength of the teaching profession will assert itself in the demand for proper housing. The overloading of teachers with intolerable class sizes and their assignment to unsafe, insanitary, poorly lighted buildings in dismal surroundings, and inadequately equipped for rendering professional service are disgraceful conditions to which the teaching profession may be expected to submit over none too long a future period. The expert teacher must be provided with working con-

¹Address before Discussion Group, American Association of School Administrators, Atlantic City, February 25, 1948.

²Educational Consultant, recently Associate Superintendent of Schools, New York City.

ditions under which successful service can be performed.

The long pent-up forces urging more and better school buildings are now confronted with this newly developed and confusing problem of inflation of prices. America's economy has moved to a new price level. Inflation may still be Public Enemy No. 1 as reported in the press, two weeks ago, but no economist seems willing to prophesy any drastic return to prewar levels. Recession may set in but at this writing in the middle of February, 1948, the drops in the commodity and stock markets have not been seriously suggested as pointing to another Black Friday. With a consumer income at 200 billion dollars and an unprecedented condition of employment and production, the country seems to be able to ride out the oncoming storm without too excessive a reduction in prices. This lay opinion may be only a hunch and is given only because expert judgments are at such variance today.

Price Levels at Top

Price levels seem to have reached their heights. Some further wage increases for adjustment purposes may occur. In the main, however, a withdrawal to a somewhat lower and more defensible level may be expected. The price levels of the 1939-40 period seem, however, to be only a memory for a period of time to come.

Throughout the country, and my recent contacts have extended from New York to San Francisco with many intermediate school systems, the present high levels of school building costs are expected to recede this year only partially, in fact slightly, compared with the increase over the 1939-40 conditions. The reasons for no great drop are briefly:

- a) The persistent demand for building materials in all of man's activities.
- b) The insistence by labor upon the maintenance of their wage levels.
- c) The fact that during this present Presidential election year, an attack from political quarters will not be vehement.
- d) The building needs have absorbed the available planning services.
- e) The contracting firms have plenty to do and can choose their jobs.

The cost per cubic foot roughly measures the trends. In very few large centers, is a figure of less than \$1 mentioned. Frequently \$1.25 is given on the price. Awards for new buildings have been made in many cases running in this range and even over. Prices of 80 to 90 cents a cubic foot are given for buildings where every possible economy has been practiced and where the cost will appear in subsequent annual maintenance changes.

The times present great difficulties. The urgent need for school buildings is undeniable. To build or not to build is the question. Not to build means waiting for an uncertain future. It will result in the denial of educational opportunity, even to the children of the primary school. It will do irreparable harm to community life. It will add to the 5,000,000 children already denied an education as reported by the United States Commissioner of

Education. America can never catch up with any further lapse in school building construction. In this period of inflation, America is not denying itself the luxuries of life. Let it not be said that it denied its children the essential facilities for their education.

NEW ADMINISTRATIVE ORGANIZATION IN SAN ANSELMO, CALIFORNIA

A new administrative organization effectively combining the advantages of the large school district without destroying the attribute of the smaller district, has been set up in San Anselmo, Calif., under the direction of Robert U. Ricklefs, district superintendent of schools.

The new district which combines three districts in Marin County, is working under a so-called "confederation." The three districts—San Anselmo, Fairfax, and Kentfield—maintain their identities as individual school districts, but unite in employing a joint district superintendent, administrative personnel, and special instructors. The "confederation" comprises seven elementary schools, each of which is headed by a principal who is responsible to the district superintendent, who in turn is responsible to the separate governing boards.

Under the new confederated system, the schools have been able to effect economies in administration and are able to inaugurate services which were formerly only possible in large city school districts. The several boards meet separately to conduct their business, but joint meetings are frequently called when there is a need for the discussion of problems of mutual interest to all. Official action is taken independently by each of the boards.

The combined enrollment of the three districts is 1600, and a staff of 48 regular

teachers and 5 special instructors is employed.

The trustees of the three districts are: *San Anselmo*, Fred J. Crisp, Wagner d'Alessio, A. M. Chambliss; *Fairfax*, David C. Aregger, William A. Bliss, and Dr. Martha R. Allen; *Kentfield*, Fred B. Galbreath, Paul Clymer, and Mrs. Marian Macey. Robert U. Ricklefs is district superintendent.

A DYNAMIC IN-SERVICE TRAINING PROGRAM FOR TEACHERS

A strenuous effort has been made in the public schools of Connerville, Ind., under the direction of Supt. B. W. Gorman, to establish a dynamic in-service training program for members of the teaching staff. The major step which has been taken in this direction has been the setting up of a "preschool conference" and a "preschool week" for all teachers. Teachers are being paid for this extra week at the same rate of pay they enjoy for the rest of the year.

A preschool conference, conducted in the schools last August, covered two of five days of the extra week. It was conducted by a director, a representative of the Michigan State Teachers College, and five other persons from different colleges and universities acting as consultants. The theme of the conference, "The School Sets the Community's Standards," was carried throughout the conference, and included such topics as standards for human behavior, co-operative planning and endeavor, housekeeping, accuracy, and health and integrity. Following the formal part of each day's sessions, the 92 teachers were divided into ten discussion groups, each group representing a sampling of the entire staff, and giving opportunity for the discussion of classroom and daily school implications of the subject discussed. The remainder of the first week was given to a principals' meeting, a

(Concluded on page 86)



The classrooms fitted with movable furniture have ample tackboard, cupboards, and bookcases.



Exterior, Melrose Elementary School, Miami, Florida. — August Geiger, Architect, Miami Beach, Florida.

Miami Completes First Postwar School Building

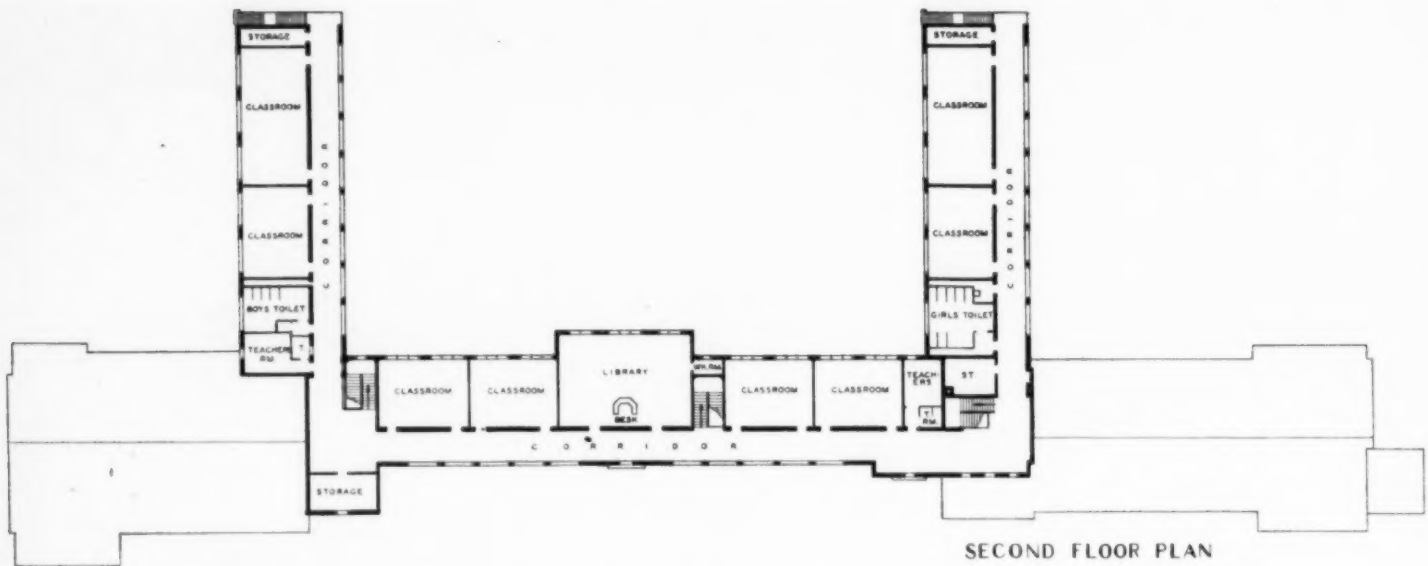
The new Melrose Elementary School Building, completed last summer at Miami, Fla., is the first of five new school plants intended to meet the growing needs of the city for elementary classroom space. The building is planned to serve a distinctly modern educational program and to fit especially the climatic and community problems of the city.

Miami is growing rapidly through the development of subdivisions laid out and built up by real estate interests. Such an area may be located a mile or more from any other major building activity and may result in the erection of as many as 500 homes within a few months. The completion of such a group of homes means a strong upsurge in the attendance figures in a given school district. The situation is extremely difficult for the school authorities in that they are unable to develop well-considered, long-range plans of building.

The Melrose School consists of 16 classrooms and has related facilities for an ultimate 35-classroom building. The academic unit is laid out in the shape of a huge "U" with all classrooms on the south or east of open, covered corridors. The auditorium and cafeteria are at the extreme ends of the front elevation, extending out from the closed por-

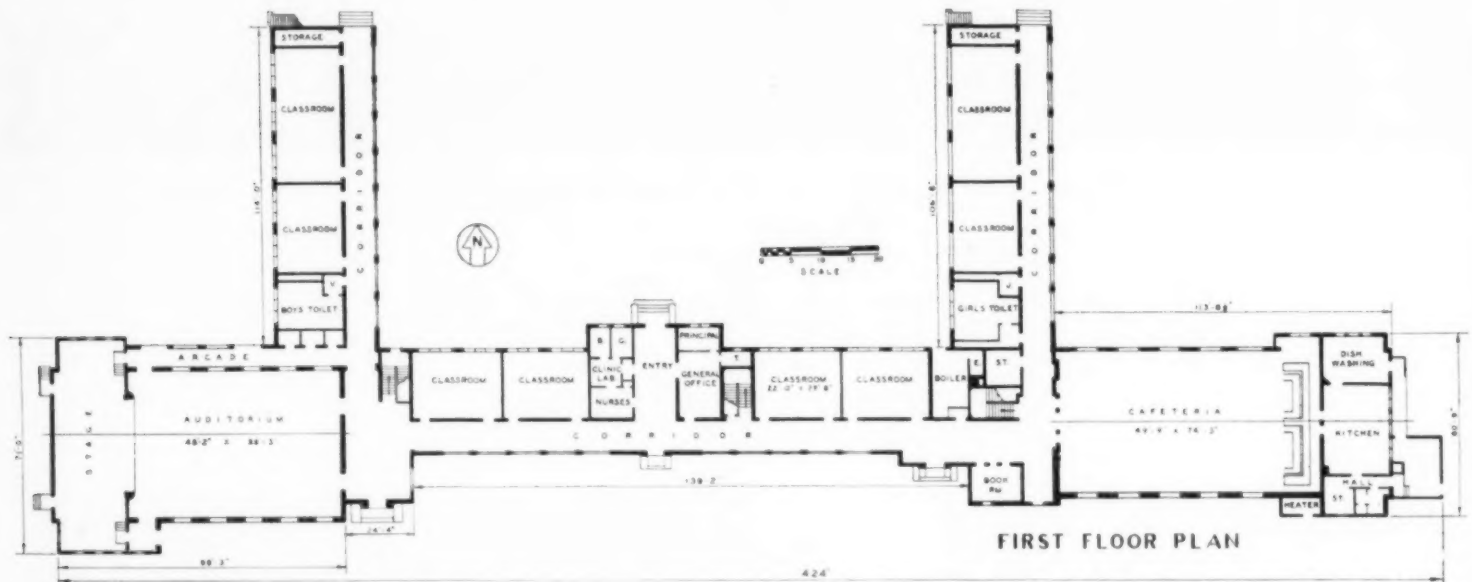


View of classroom looking toward corridor door.



SECOND FLOOR PLAN

Melrose Elementary School, Miami, Florida. — August Geiger, Architect, Miami Beach, Florida.



FIRST FLOOR PLAN

Melrose Elementary School, Miami, Florida. — August Geiger, Architect, Miami Beach, Florida.

tion of the "U." When needed, future additions will be placed at the extreme ends of the auditorium and cafeteria, to form two additional U-shaped patios.

Maximum Comfort in Hot Weather

The arrangement of the entire building, as well as the construction of the individual classrooms, is intended to allow for maximum ventilation and for the free passage of the cooling breeze from the sea. The classrooms measure 22 by 30 feet and two primary rooms are 22 by 45 feet, with special areas for activity projects. Each classroom is equipped with four cabinets to provide storage space for the teacher's personal belongings, for the classroom library and magazine rack, and for the storage of current instructional materials. Ample bulletin board and blackboard space is provided and care has been taken that the height of the blackboards above the floor is

suited to the age of the children. Wall space is left for the hanging of two large pictures at the front of the room, and special care will be taken to use particularly attractive and inspiring pictures.

The administrative suite includes a general office, a private office for the principal, a health waiting room, a clinical laboratory, separate physical examination rooms, and toilets.

Large Units for Group Use

The cafeteria which is finished with a terrazzo floor, tile base, and plastered walls, will seat 400 children. Adjoining it are a large kitchen with cooking and dishwashing areas, storage rooms, and changing rooms for the employees. The last mentioned includes a shower bath and toilet.

The auditorium which seats 600 persons, has stage dressing rooms and related facilities

suitable for use by the children and by the local community.

A library measuring 30 by 44 ft. occupies the central position on the second floor. It is expected that the room will be used by parent groups and small community meetings. All shelving in the library is adjustable and the small workroom is provided with storage space, a counter, worktable, and sink.

The Construction

The building is designed in a modified Spanish type architecture. The finish is stucco over concrete blocks. The floors are cement slabs and the ceilings are carried on reinforced concrete beams. The pitched roof is covered with tiles and the attic space is completely ventilated.

The corridor floors are of nonslip quarry tile, with walls of smooth stucco.

The rest rooms, toilets, clinic, and other



The Melrose Elementary School as seen from the playground.

special rooms are provided with tile walls and wainscoting. The ceilings throughout the building are acoustical tile.

The classrooms are fitted with awning type windows, glazed with a blue glass. Sun glare is prevented further by adequate roof overhang. Supplementary lighting is provided in each classroom by three rows of flush type fluorescent Holophane fixtures. The row nearest the windows is manually operated, while the others are automatically controlled to insure 30 foot-candle illumination at all times.

Heating is by means of steam radiation, with flush-type, unit ventilators under the central windows.

Sanitary and Electrical Equipment

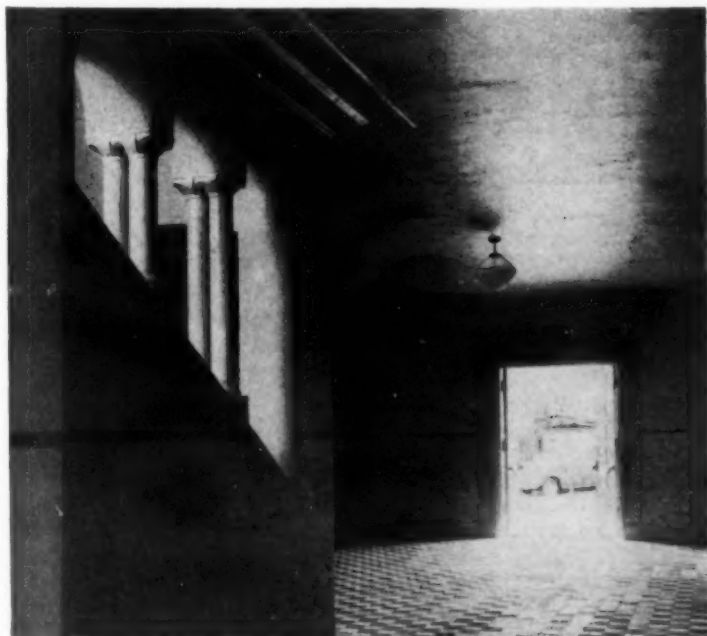
The sanitary equipment is of the heavy-duty school type. The drinking fountains in the corridors are provided with cooled water from a central pressure unit.

The electrical equipment includes a complete public-address system, with a telephone and a loud-speaker in each classroom. A central turntable and radio-receiving set, including

an FM in the control cabinet, is installed in the principal's office.

The building includes no special rooms for physical education. It is expected that these activities will be carried on outdoors, particularly in the large asphalt-surfaced play area in the patio. The school grounds are sodded and a sprinkler system has been provided so that a good growth of grass can be maintained.

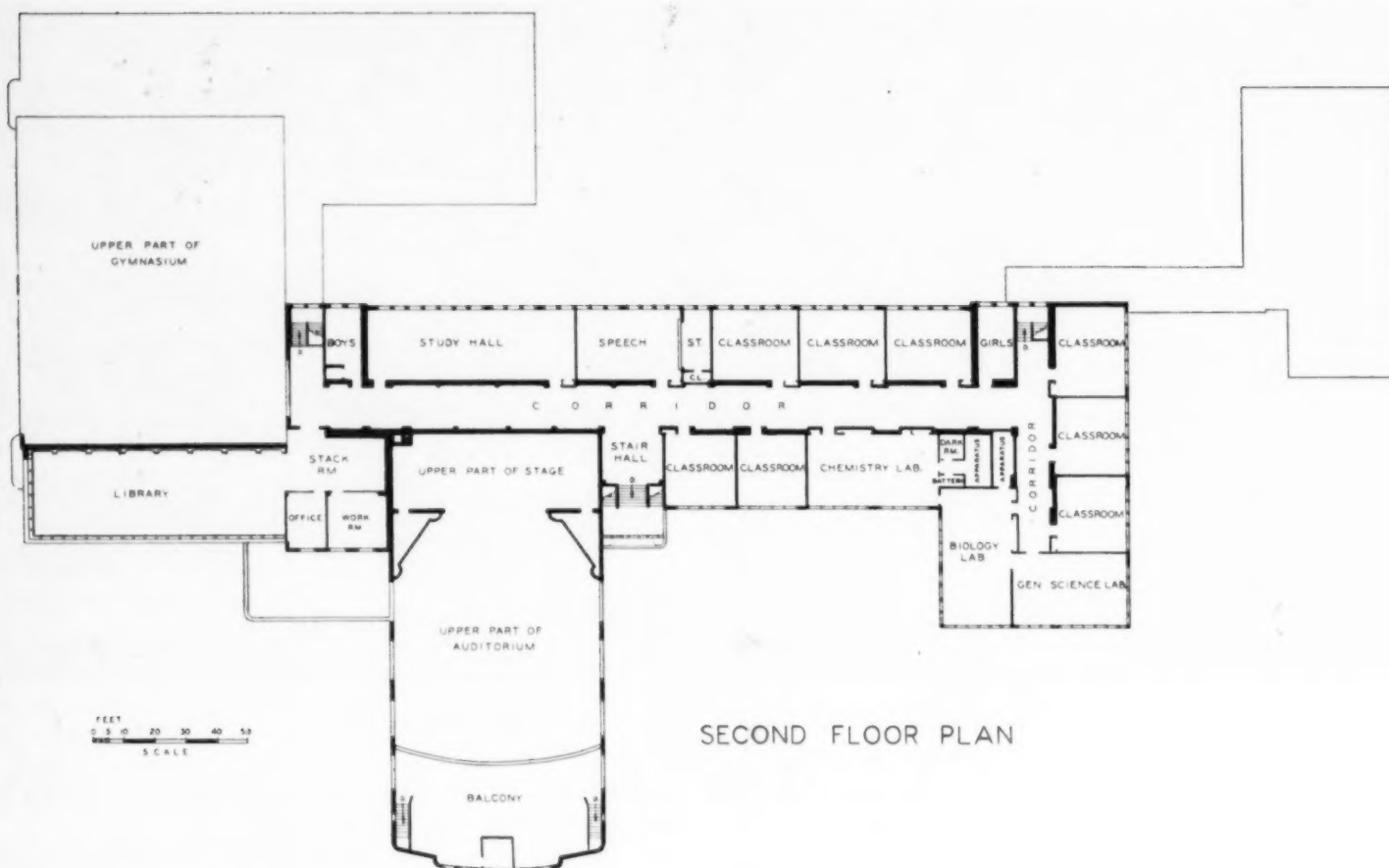
The building was planned by August Geiger, architect, who has erected most of the buildings in Dade County, Fla. The building cost \$500,000.



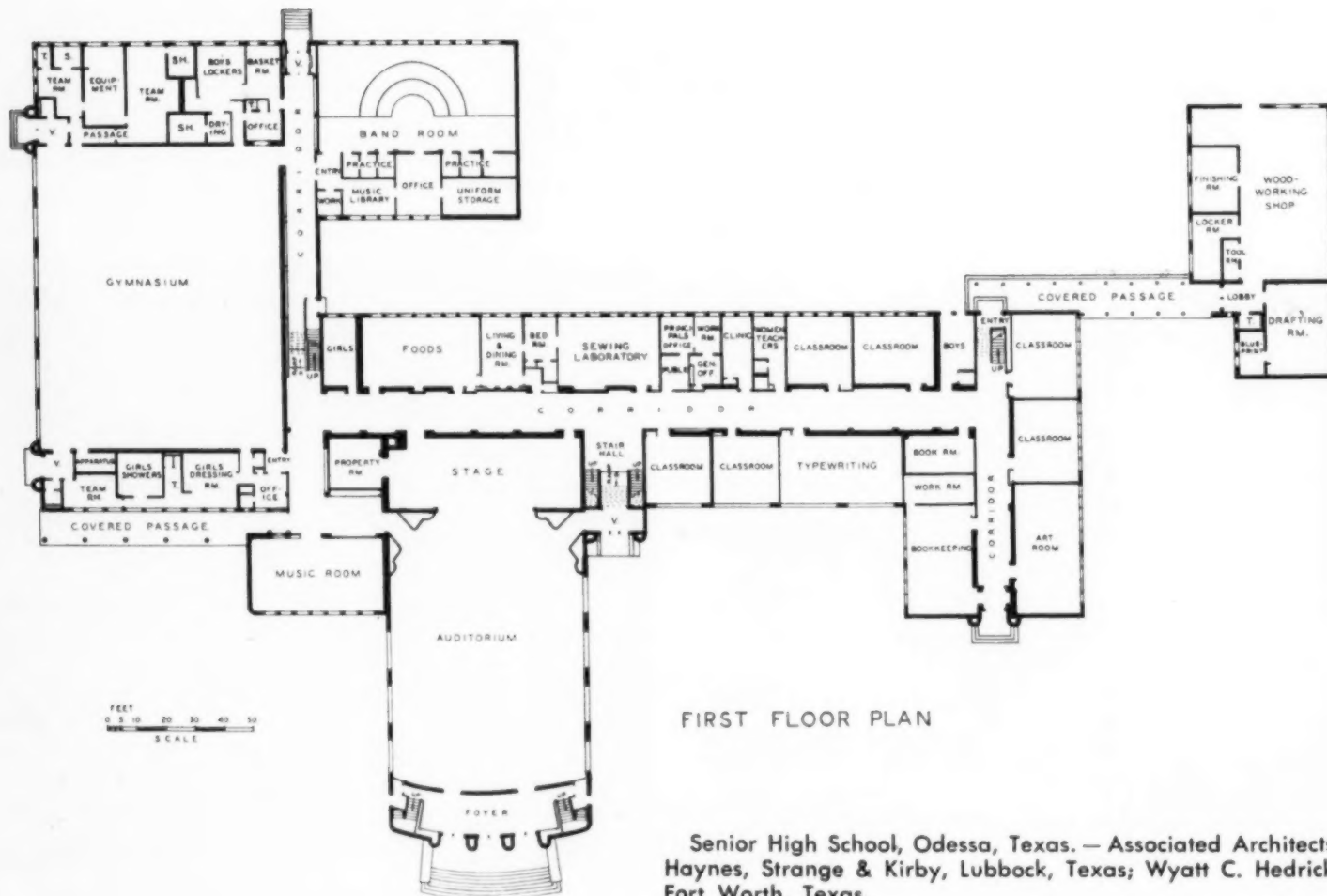
Typical entrance and staircase of the Melrose School.



Typical corridor showing the breeze windows and doors.



SECOND FLOOR PLAN



FIRST FLOOR PLAN

Senior High School, Odessa, Texas. — Associated Architects: Haynes, Strange & Kirby, Lubbock, Texas; Wyatt C. Hedrick, Fort Worth, Texas.



Exterior, Senior High School, Odessa, Texas. — Associated Architects: Haynes, Strange & Kirby, Lubbock, Texas; Wyatt C. Hedrick, Fort Worth, Texas.

The Odessa High School

The new high school at Odessa, Tex., which was opened in September, 1947, houses a complete four-year high school and a junior college. The architects, working on the educational planning developed under the direction of Supt. Murry H. Fly, have planned the building from the standpoint of achieving the best possible orientation of all classrooms and large instructional areas, of reducing student travel, of separating the noisy departments from the academic classrooms, and in general of securing the greatest possible economy, flexibility, and instructional utility.

The First Floor

The main feature of the first floor is the auditorium which extends to the front of the classroom wing. Adjoining it is the vocal music room, which has been planned to be used as a dressing room and as a meeting room for community groups. The auditorium which seats 1000 auditors, has a level floor, a stage completely fitted with scenery and theatrical lighting, a balcony with a projection booth, and a property room. The stage measures 23 feet deep, is 65 feet wide, and has a proscenium arch 30 feet wide. The walls and ceiling have been carefully treated with acoustic materials to control the sound.

The gymnasium which is sufficiently large

for two simultaneous practice basketball games, has adjoining it team rooms, showers, locker rooms, and offices. Folding bleachers are provided for interschool games.

The band room which measures 35 by 66 feet, adjoins the gymnasium corridor. The room has asphalt-tile floors, plaster walls, and acoustic-tile ceiling. Adjoining it are six practice rooms, an office for the director, storage space, and a music library.

The Shop Department

The shop department is in a separate building adjoining the main classroom unit by a covered passage. It includes a general shop and a drafting room with smaller rooms for finishing and storage. The shop has brick walls, concrete floors, and a concrete slab roof.

The classrooms and other instructional areas on the first and second floors are finished with plaster walls and ceilings, asphalt-tile floors, and pine trim. The most interesting room on the second floor is the library, which has continuous windows, and is finished in attractive, harmonious colored woodwork and asphalt-tile floor.

The building is constructed of concrete floors, reinforced concrete columns, and second-floor ceilings of light steel trusses. The windows are steel sash and in some areas

glass block. The auditorium and gymnasium roofs are carried on steel columns. The walls are brick and the exterior treatment is stone; ornament is stone and cement plaster. The stairs are steel with nonslip terrazzo treads.

Special Rooms

The special rooms have been finished for heavy school duty. The toilets have ceramic-tile floors, tiled dados, and plaster walls and ceilings. The corridors are similarly finished.

The building was planned and erected under the supervision of Messrs. Haynes and Strange, and Kirby, architects, of Lubbock, Tex.

ONTARIO SCHOOL BUSINESS OFFICIALS TO MEET

The Ontario Association of School Business Officials will hold their fifth annual meeting May 10 to 11, in the Chateau Laurier Hotel, in Ottawa, Canada. President W. Gordon Bunker, of Oshawa, will preside.

The Monday afternoon session will be devoted to three important addresses. Wilfred F. Clapp, Lansing, Mich., will discuss "General Problems of Planning School Buildings"; E. P. Lockhart, Toledo, Ohio, will talk on "Glass Block in School Buildings"; Francis R. Scherer, Rochester, N. Y., will speak on "Maintenance of School Buildings." In the evening the annual banquet will be held with W. D. T. Atkinson, of Ottawa, as the speaker.

The Tuesday session will be devoted to the reports of the various committees and the introduction of the new officers for the next year.

Meeting the Needs of School Rehabilitation in the Face of Rising Costs¹

Clyde Parker²

The war has been over for some time and we are still waiting for the moment to get down to the important business of taking care of the rapidly rising number of school children in the United States. We have written much, and perhaps spoken more, about how long we have had to postpone the construction of new school buildings and the renovation of old ones. We are riding the dilemma of needing to do badly a task which seems impossible in the face of rising costs against a condition which makes it imperative that we act quickly for the sake of the youth of our country.

A Probable Financial Picture

We are engaging in the business of "democracy production" without the proper facilities needed to do the job well. Some of us had hoped that in this "postwar" era we would be able to solve our building problems rather easily by constructing all the new buildings we needed. I do not know where we really expected to get the funds for this purpose unless they were to come from our Uncle Sam. But our Uncle hasn't been too generous in this respect up to the moment.

At any rate, we do know this—we are going to keep the schools of the nation running. We also know that the general over-all enrollments are going to continue to increase for the next few years. I think we are also sure of another thing; something which was clearly set forth in a letter which Dr. N. E. Viles of the United States Office of Education wrote to me under the date of December 18, 1947:

"We are now developing a tabulation of the reported school plant needs by states for the nation. I have just checked one state which has a total school bonding capacity of 175 million dollars, if all the states could be thrown into one bonding unit. The schools of this particular state have outstanding bonds equal to about 36 million dollars. This state reports school plant need for about 190 million dollars for public elementary and secondary schools. This is considered a fairly prosperous state, yet its reported need is more than 50 million dollars in excess of the total state school bonding capacity even if the state were one bonding unit, which it is not."

This is a report from one state, of course, but I presume it is rather typical of a general condition. This condition calls for a thorough study on the part of each community to determine how it can best use its available financial resources to serve its children. It appears that many buildings which we had hoped to abandon will have to be kept in service for some time to come.

A Middle West Survey

As a superintendent located in the middle west, I was interested to know the answer to a few questions from some midwestern cities. I happen to be a member of the Forty Club which is made up of superintendents from cities of 50,000 to 200,000 population from 10 midwestern states. Therefore, I decided to send them a questionnaire. Out of 50 questionnaires sent out, 39 superintendents decided to fill it out and return it to me.

In the 39 cities reporting, there are 958 public school buildings.

Of the 958 buildings the superintendents listed, 580 or 60 per cent, are reported as adequate educational plants; 308 buildings or 32 per cent were considered inadequate. The superintendents listed 186 buildings or 19 per cent as having been built before 1900. This particular point was of interest because in my own city of Cedar Rapids, 30 per cent of the school buildings were built before 1900.

Thirty-four out of the 39 cities replied that they expected to construct new buildings in the next five years.

The next question asked was, "If you do construct new buildings, can you build sufficiently to meet your educational needs?" Nineteen said "Yes" and 15 said "No." Five did not answer.

"Does your bonding capacity allow you to build the number of new schools you need during the next five-year period?" Twenty-two said "Yes" and 13 said "No." Four did not answer.

"Of the buildings you plan to continue to use, have you planned a definite renovation program?" Thirty-five said "Yes" and 2 said "No." Thirty-six superintendents gave rewiring and lighting of their buildings a priority rating; 34 listed redecoration of their buildings next in line. Seating and furniture came third and new heating came fourth.

"Is a bond issue necessary for the renovation program?" Eleven said "Yes" and 25 said "No."

Eighteen said they were going to add playground space for their children and 19 said they would not add play areas.

Out of the 39 cities, 28 have a maintenance program systematized on some such schedule as a five-year cycle.

This questionnaire indicates that most of the midwestern cities are going to carry on a big program of building rehabilitation. Seventy per cent of them will pay for this program out of current funds. At least, that is their thinking at the moment.

When Rehabilitate a Building?

Perhaps the question arises as to what buildings should be rehabilitated and which ones should be ignored in such a program. That is not an easy matter to answer—so many factors are involved. Without considering the general building conditions of the country too seriously, I would like to direct thinking to the criteria we might use in planning new or retaining old school plants. For our consideration, I should like to quote again from Dr. Viles' letter in which he lists six points which are suggested criteria on the subject. They are:

1. Safety to life. The school must provide a maximum degree of safety to the lives of the pupils.
2. The school must provide a maximum degree of safety to the health of the pupil. This involves lighting, ventilation, sanitation, etc.
3. The school must provide adequate facilities for the school and community programs.
4. It must be economical in original costs, in operation, and contribute to the operation of an economical school program.
5. It should have some aesthetic values.
6. It should be expandable and flexible.

These points are about the best I can find to use as criteria in choosing between keeping an old building and constructing a new building. However, many communities are faced with the problem of choosing between renovating an old school building and using it for perhaps many years, or using the old building without any renovation at all. That line is hard to draw unless a district hasn't the money and cannot make money available for renovation. I suspect the money which can be made available is actually the deciding factor.

I believe most of the superintendents who answered my questionnaire agreed that safety was perhaps the first consideration in keeping an old building and trying to "lift its face." Cost of rehabilitation and age of the building were also very important factors as to whether the building should have anything done to it. Such statements as these were written.

A building should not be rehabilitated if the cost equals 40 per cent of its replacement.

Many old buildings should not be renovated, but it is due to the lack of money that new buildings cannot be built.

We don't want to follow this plan, but some of our buildings were 50 years old and will have to be rehabilitated because we cannot afford to build new ones.

If a building is old and too small to operate efficiently or if it is a fire hazard, it should not be rehabilitated but discontinued at earliest possible moment.

¹Address before Discussion Group, American Association of School Administrators, Atlantic City, N. J., February 25, 1948.

²Superintendent of Schools, Cedar Rapids, Iowa.

A building 50 years old and poorly located should not be rehabilitated.

This is no time to consider building new buildings; therefore, we should use old buildings. The renovation program should be conducted on a minimum scale. Prices are too high.

No building should be renovated if it will not provide an adequate educational program afterward. I would hesitate quite a while before attempting new construction of any building rehabilitation at this time unless it were absolutely necessary.

In these days of rising costs we have found that it is very costly to renovate old buildings. Costs are running 35 per cent over the estimates we made in 1945 even when our own maintenance men do the work.

Getting vital materials and workmen are even greater problems than rising costs. This makes rehabilitation as difficult as constructing new buildings.

You will have to rehabilitate buildings until the public can be convinced new buildings should be constructed. There is no danger of this happening too soon.

There is never a "good" time to build. When costs are down, money is hard to get. When prices are up, it is hard to justify. However, business expands when it needs to do so to meet competition. Schools should do likewise. Children in each generation have the right to attend good and adequate schools.

We consider a building inadequate when there is no gymnasium, auditorium, library, proper toilet facilities, good ventilation, and cannot be remodeled adequately.

Judgment as to whether a building should be rehabilitated is a relative matter.

Well, we have heard several comments on school rehabilitation from the negative point of view. However, I think we probably have to consider the negative aspects of any building program today in order to finally decide what we must actually do.

A Specific Example

To get at the problem in a specific community, I shall use my own city of Cedar Rapids, Iowa, as an example. Our total bonding capacity is around 5½ million dollars. We have a bonded indebtedness of approximately 960 thousand dollars, 750 thousand of which is invested and was voted in 1945 for building two new elementary schools and two additions which were not built. We are now in the throes of a bond issue campaign for 2½ million which will be voted on at a March 8 election. This would give us a total of \$3,250,000 cash for use providing the issue is voted upon favorably, and would leave us with an additional bonding capacity of \$1,250,000.

That is our financial picture and it doesn't sound so bad until we look at our needs. A professional survey has been made for our city and these are some of the findings:

1. Of 20 school buildings, six, or 30 per cent, were built before 1900.

2. Cedar Rapids is growing very rapidly and all buildings are overcrowded and additional new elementary buildings are needed in certain expanding areas.

3. Sixteen square miles have been annexed to our district in the past two years.

4. Two new senior high school buildings should be constructed.

5. Only 4 of the 15 elementary school sites could be considered adequate.

6. The entire proposed program could be realized in 15 to 20 years at a cost of approximately 11 million dollars at 1946 price estimates.

Now the picture doesn't look so rosy to G. B. Taxpayer, 2256 Meadowbrook Drive. This program means that our city would be bonded to the hilt for almost 20 years. But that's only half of the story. Our Arthur Elementary School was and still is, a very bad spot. The building has twice too many children in it. All classes are double the reasonable size. We had to do something quick. The plan called for an addition to a pretty good building which was built in 1915 at a price of \$46,000. Remember that I said we had a bond election in 1945 for \$750,000 which was to build three new elementary schools and one addition. Well, this addition had been estimated at \$160,000. When the bids came in last fall, the closest one was slightly over \$300,000. Needless to say, we turned it down and advertised again and saved ourselves \$15,000. It wasn't much, but it was something. Now that left us \$400,000 to build three new elementary schools. That is why we cannot now do what we want to. Our new bond issue is to build three new elementary schools, a stadium, and \$500,000 for renovation of present buildings.

I use our city as an example because I know more about it than any other city and I believe our problems are rather typical.

I am learning a lot about the people of our community during this present bond campaign. The people are responding in a magnificent manner to real school needs. The PTA organizations circulated the petition for the bond issue and came in with over 5000 signatures when only 200 were necessary. They are especially responsive to the idea of renovation of present buildings, and I suppose that is natural. One of the real problems will always be that of convincing the community that some buildings must just be abandoned and that no further money should be spent on them.

Rehabilitation a Necessity

As I see the problem, the high cost of building is going to force us to use many buildings that probably should be replaced. No doubt we can get along providing the building is reasonably safe to the lives of the children or can be made so. If we are to use an old building, unquestionably our first consideration should be the safety of the children. A general cleanup is needed many times. Boiler rooms can be made fire resistant. Adequate fire escapes and stairways and exits help. A systematic check of the wiring should be followed.

Many of the old buildings certainly need to be rehabilitated to the point where they will not be injurious to the physical well-being of children. Recently I heard a man make the

statement that a certain school was good enough for him when he went to school there and it was good enough for his children. Sometimes it takes plain nerve to stand up and tell some people that the children must be protected in spite of their own selfish wishes. If the ideals of democracy permit a man to ridicule the idea that the school spends his money to "protect" the health of his children, then those same democratic ideas permit us, as educators, to sell the idea that much the harder.

As indicated by the questionnaire, lighting, which includes decoration, is perhaps the number one problem in rehabilitation when it comes to the well-being of children. The approach to the problem in old buildings is quite different from that found in a new building program. Existing plan layouts, room sizes, and materials are more or less fixed and very little can be done. All excess wood trim and wainscots can be removed, bleached or painted. Woodwork can be introduced, painted walls and ceilings, adequate artificial lighting, and ways and means to take full advantage of natural lighting may be devised.

If the window areas are sufficient to give adequate natural lighting in the classroom and if the present artificial lighting system is adequate to give the desired foot-candles of light, then the community is fortunate. O. H. Breidert, of the architectural firm of Childs and Smith of Chicago, tells me that 90 per cent of the present buildings do not have adequate natural or artificial lighting. More natural light may possibly be brought into the classroom by changing the type of window shades. But the principal way should probably be by the use of light colored walls and ceilings. White ceiling and even drop ceilings of white, extending as much as 30 inches on the side wall, may make a lot of difference. These suggestions can be followed and the expense is rather nominal in contrast to some suggestions that could be made.

Artificial lighting is a problem in an old building. In the first place, there will be a lot of discussion as to whether there should be incandescent or fluorescent fixtures. Again cost may govern the situation. I am not a lighting specialist, but I do know that artificial lighting can become an expensive item in school rehabilitation. It is my opinion that the school board should certainly use the services of a competent architect in this regard: Rewiring a building and the installation of fixtures require expert advice. We should certainly sell the idea of good lighting to our citizens and if new buildings cannot be built, then the old ones must provide facilities that are not harmful to young people.

Many old buildings can be made useful for a number of years. With new furniture in natural finish or old furniture rehabilitated in light finish, a building can be made attractive and will contribute to the aesthetic development of boys and girls. Perhaps we cannot expand some buildings, but they can be made interesting, educationally speaking.

In some areas new additions may relieve

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General View, Remodeled Home Economics Department, Neville Township School, Allegheny County, Pennsylvania.

Neville Home Economics Room Remodeled

Elton McFadden¹

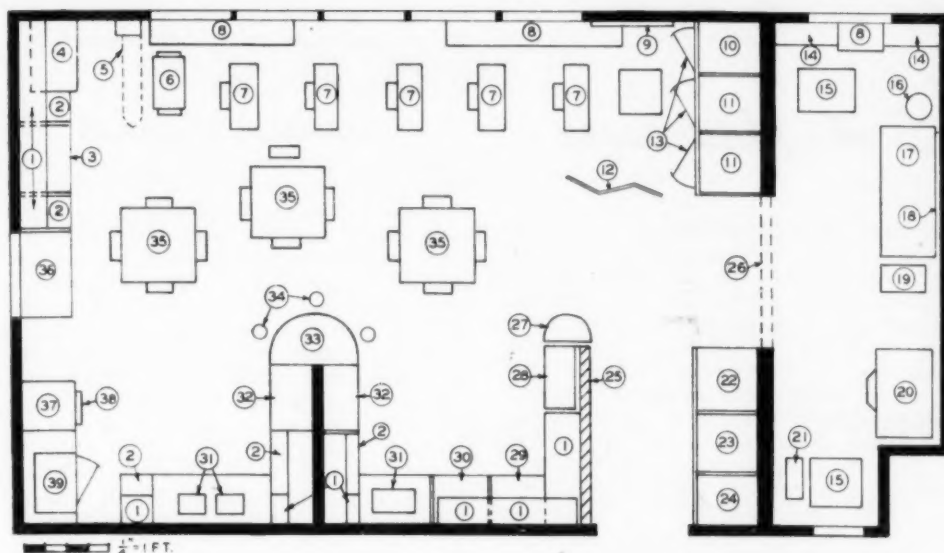
Neville Township School, near Pittsburgh, Pa., has discovered that it can be almost sufficient unto itself when it comes to the upkeep, repairs, and even major remodeling projects about the building.

When the members of the board of education decided that the home-economics room was due for a complete modernizing and re-vamping in the summer of 1946, it was almost taken for granted that they would have to place themselves at the mercy of contractors and the ever increasing scale of prices. Then a board member said that perhaps the school's own shop teacher, Mr. Young, might have some suggestions. He did, very definitely, with the result that the complete remodeling job was done by boys from the shop classes of grades 10, 11, and 12 under Mr. Young's supervision. The plans and much of the material was ready before the end of the school term in June, 1947, and the construction was completed during the vacation months of June, July, and August. The working-up of the new plans and the subsequent drawings are directly attributable to the work of the home-economics teacher, Mrs. Constance White. With consideration for the future as well as for the present, Mrs. White included



A corner in the model living room.

¹Supervising Principal, Neville Township, Allegheny County, Pennsylvania.



Floor Layout, Remodeled Home Economics Department, Neville Township School, Allegheny County, Pa.

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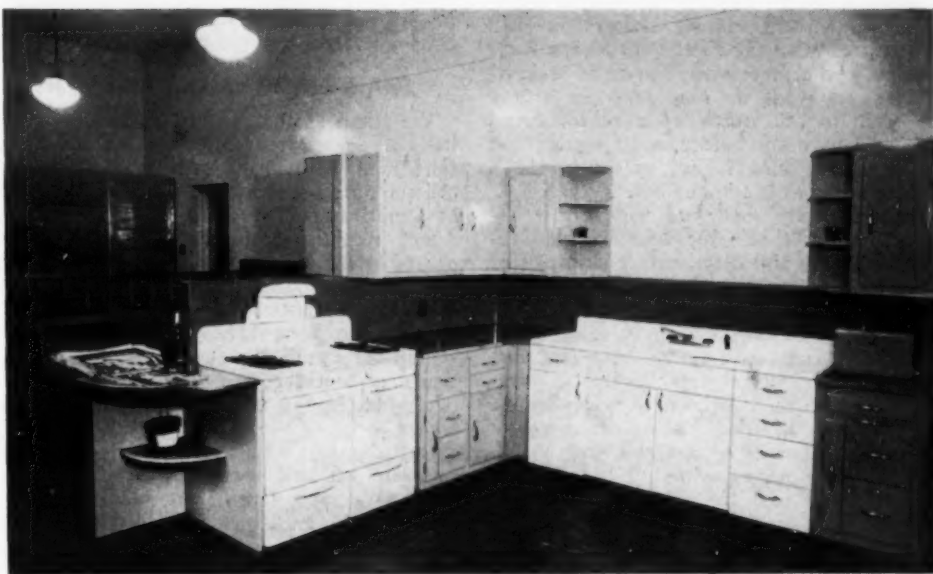
- | | |
|--------------------------|---------------------------|
| 1. Wall Cupboards | 20. Desk and Chair |
| 2. Base Cabinet | 21. Lamp and Table |
| 3. Electric Range | 22. Cleaning Supplies |
| 4. Freezer | 23. Garment Storage |
| 5. Ironing Board | 24. Teachers' File |
| 6. Tea Cart | 25. Glass Block Partition |
| 7. Sewing Machines | 26. Archway |
| 8. Heater | 27. Stand |
| 9. Blackboard | 28. Ironer |
| 10. Home Nursing Storage | 29. Drier |
| 11. Sewing Storage | 30. Washer |
| 12. Screen | 31. Sink |
| 13. Three-way Mirrors | 32. Gas Range |
| 14. Bookshelves | 33. Work Surface |
| 15. Easy Chair | 34. Stools |
| 16. Lamp | 35. Tables and Chairs |
| 17. Sofa | 36. Dishwasher-Sink |
| 18. Mirror | 37. Ventilator Shaft |
| 19. End Table | 38. Bulletin Board |
| | 39. Refrigerator |

in her plans three complete kitchen units in foods, with one electric and two gas stoves; facilities for sewing and clothing work; a living room; a laundry unit; and an automatic dishwasher and garbage disposal sink, the latter two units to be added next year.

The major part of the work of the boys and Mr. Young was in fabricating, finishing, and installing the 11 sets of cabinets necessary in making the different units around the room. In addition, however, they were called upon to do many of the jobs incidental to the construction work. The quality of the workmanship must be seen to be appreciated. "There could be none finer regardless of who did the work," was the comment of one group who inspected the completed job.

A big factor in their undertaking was the modern and complete shop in which the boys received their training and in which the major part of the cabinetwork was done. They had at their disposal facilities for working with lumber from the rough board to the finished unit, besides machines, tools, and other equipment needed for any kind of work they have been called upon to do.

(Concluded on page 86)



Cooking Unit, Neville Township School, Allegheny County, Pennsylvania.



A typical cooking unit.



General view of the model living room.

Practical Wisdom —

*Gleaned From A.A.S.A. Addresses***SCHOOL BOARD EFFICIENCY**

School boards, yes, there are school boards all over this nation, some good, some not so good. *I truly believe that the first real, genuine opportunity for a greater service to the children is to improve our local school boards.* This applies to school trustees' associations of metropolitan centers as well as to the so-called educational slums of mountains and marshes.

Yes, we have school boards, three hundred and fifty to four hundred thousand — most of which are good. There has been a great deal of criticism of the value of these boards. Some of it is justified. The chief criticism is directed at the intellectual level of the board member. It should be directed at the inertia of these men and women. Drowsiness shall clothe a man with rags. *Phi Beta Kappa Keys represent real achievement, but by no measuring rule yet made do they serve as a true barometer to the worth of a school board member.* I have said before, and I repeat, that the important thing is not so much what's in the head as what's in the heart.

Too frequently men and women are appointed or elected to school boards as political payoffs. Glaring and deteriorating examples of the stigma of politics, both appointed and elective, have been uncovered from coast to coast. The dead sap on any school board should be replaced with active, interested men and women, of divers local interests, vocations, and professions, who have been successful in their own business. *About 50 per cent of the school boards of America are elected, about 50 per cent, appointed.* I believe it is time, yes, well past the time, when a committee of both lay and professional national school groups should be appointed to make a careful study and recommendations in an effort to determine the best method of arriving at school board memberships.

School boards are prone to devalue the well-trained school executive. No well-qualified

school administrator is looking for or expecting a rubber stamp approval of all of his ideas. Fred Archer, of the University of Alabama, while superintendent of schools of Louisville, Ky., said: "There is no one single thing which gives a competent professional superintendent more encouragement or more productive energy than a feeling that the board members to whom he is responsible will protect him against unfair and unwarranted attacks and pressure, and when school difficulties arise, he wants a board that will not rush to the cyclone cellar and leave him tethered on the outside." If we are to attain the object of education so that a person may benefit himself by serving society, may I again invite "teamwork"? — *Dr. David J. Rose, President, National Association of School Boards.*

SHALL NATIONALISM TRIUMPH?

We stand at the crest of a century and a half of aggressive materialism. During this time, man has achieved great triumphs in the control of his material environment. But he has not learned to control himself. Norman Angell recently wrote that "This generation on the whole is the most educated of which we have any record, and the one most likely grievously to hurt itself with instruments of its own devising." If we stand in that peril — and we manifestly do — then this generation may be the most educated but it is certainly not the best educated of which we have record.

Our educators — in school and press — must complete with all speed the task they have begun. We must teach men the truth about machines. We must help them to think beyond sterile materialism. We must show them that in this western world we are the custodians of a precious heritage. This is the doctrine and the practice of man's invincible brotherhood, the infinite significance of every individual man and woman and child. Through our

schools, through our press, we must awaken the western world to the revolutionary spiritual power which lies at our hands. — *Erwin D. Canham, Boston, Mass.*

VOCATIONAL EDUCATION

The productiveness of our nation will be immeasurably improved when a better job is done of matching youths with jobs. It has been estimated that of the almost 2,000,000 youths who enter the labor market each year, not more than one out of four has had any vocational guidance from any source. For most youth the first job is a "haphazard clutching at the first chance." The result is unhappiness, frustration, experimentation, extensive turnover in employment — waste. Schools are in a strategic position to improve greatly this deplorable condition. They can first accept responsibility for helping youths to make this major adjustment to the ongoing life of the community successfully. They can inventory and classify both the important fields of occupation in their communities and the interests, abilities, and capacities of their pupils. They can work in close co-operation with the placement services in the community. They can even develop placement services of their own which need not be costly but which can be very valuable supplementation of the services provided by other agencies. — *Claude V. Courter.*

THE ELEMENTARY PRINCIPALSHIP

May I emphasize the bright future which lies ahead for the elementary school principalship. Rather slow to develop over the years, we see the elementary principalship today rapidly emerging as a highly professionalized position. It is of sufficient importance and its duties and responsibilities are of sufficient scope and magnitude to challenge the abilities of the most competent persons in the profession and to command a place among the professions which are selected by individuals as lifetime interests. The principal of the elementary school is the anchor man in education's eternal tug of war against ignorance, apathy, and evil. The elementary principal who can successfully discharge the tasks which he must assume today will command universal respect and will be recognized as the educational leader of the community. — *J. C. Lauderbach.*



Every Conceivable Instructional Aid, Building Equipment, and Type of

SECURITY AND EDUCATION

The national security, as well as the possibility of humane and democratic world organization and leadership, depend upon identifying, nurturing, and using individual human talents in the public interest; this is the task of education and industry as instruments of peace, prosperity, human happiness, and well-being. Development and application of the principles and practices of sound educational counseling and vocational guidance of individuals at all stages of life is a supreme obligation, resting alike upon public and private agencies of education and industry, and including constant and widespread scientific evaluation of educational outcomes. — *Alonso G. Grace.*

WORK EXPERIENCE FOR HIGH SCHOOLS

During the past 15 years a new phrase, *work experience*, has gained a permanent place in the literature of school administration. First popularized during the depression, although it has long been present in schools with the best vocational education programs, it reached full stature during the war years when "17-year-old men and women" were eagerly sought under "4-4 programs" or other plans which articulated school with working experiences. Learning to work by working is nothing particularly new; acceptance of this as a developmental task of young people, recognizing that the school must record it and articulate it with the school program is new. The primary difference between work experience of children and work of adults in the community is that the most important element for young people is what they learn; with adults the primary consideration is production. Such a program requires co-ordinators and supervision on the job to see that learning and not exploitation results, preceded by a sound and greatly expanded guidance program. In a survey conducted in the spring of 1947, 54 per cent of those schools replying indicated a work experience program. Initiated as early as 1910, more than one half were inaugurated since 1940. There are still doubting Thomases within the faculties and in the supporting communities. Here lies one of the "Next Things to Do" in Education if we are really prepared to put into action the effort "—to

extend it to everyone whether they are rich or poor—no matter what their race or the color of their skin." — *Dr. Paul B. Jacobson, University of Oregon.*

TAXES FOR EDUCATION

The educator must face the problem of sources of revenue that are equitable, as well as the distribution of funds on an equitable basis.

The property tax fails to conform to the principle of taxing current paying ability on an equalized basis. Theoretically the property tax is a much fairer tax for purposes of capital outlay.

Net income probably comes nearest to being an equitable index of ability to pay. Its wide fluctuations make it an unreliable source of school support.

The sales tax is among the least equitable, since retail purchases probably have little relation to ability to pay taxes. Yet in states where it is used, the sales tax has proved to be a fairly reliable source of income. Luxury sales taxes are probably more justifiable than general sales taxes.

Another source untapped in many states is the native wealth, in mineral and other resources, being removed for private profit. While the severance tax is used to some extent, it should be broadened to reach additional sources. Since the materials taxed cannot be replaced once they are removed, it would seem logical to place the proceeds of severance taxes in endowment funds, and use only the interest for current expenditures. — *Prof. O. L. Troxel, Colorado State College of Education.*

ASSOCIATED EXHIBITORS HOLD MEETING

The Associated Exhibitors of the National Education Association held their annual meeting on February 25 during the convention of the A.A.S.A. in Atlantic City. F. D. McCally, of the Chicago Apparatus Company, Chicago; R. M. Maxwell of the E. H. Sheldon Company, Muskegon, Mich.; and J. H. Shields, of the Superior Body Corporation, are the new directors.

The directors at their annual meeting elected as president of the organization, Bert Cholet, of the Higgins Ink Company, Brooklyn, N. Y.;



Bert Cholet
President, Associated Exhibitors

vice-president, R. M. Maxwell, of the E. H. Sheldon Company, Muskegon, Mich.; secretary-treasurer, Paul L. Crabtree, New York, N. Y.

The remaining directors are Harry Erickson, of the RCA Victor Company, Camden, N. J., John J. Nesbitt, Jr., Philadelphia, Pa., I. E. McClaren, of the G. & C. Merriam Company, Springfield, Mass., John D. Horne, of the Eberhard Faber Company, Brooklyn, N. Y., and R. E. Stewart, of the Underwood Corporation, New York, N. Y.

EDUCATION IN OUR ECONOMY

Education should be the last stronghold to give way in the face of an impending economic crisis. School people everywhere must help our citizens to realize the importance of public education for our national security. Business and industry have come a long way in their willingness to help find a suitable tax structure for continued adequate support for our public schools. It is a responsibility of school administrators to enlist the active co-operation and interest of lay citizens in giving public education its rightful place in our national economy. — *Supt. Gilbert S. Willey, Lincoln, Neb.*



School Furniture was shown at the Atlantic City, AASA Show.

The American **School Board Journal**

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

THE SUPERINTENDENCY IN 1948

IN SPITE of the general unrest among the staffs of city and town school systems, the changes in school superintendencies have not been noticeably higher during 1947 and 1948 than during the years previous to the war. In general the tenure of the chief school executives, especially in the larger cities, has been slowly but steadily growing longer. With the exception of San Francisco and Chicago, which are always hazardous, the largest cities have been becoming steadily more conservative in their retention of the superintendent. The change last year in New York and this year in Boston are due to the incumbents' retirement on pension. The fact is that the cities of 100,000 population and upward have become more appreciative of their superintendents and the school boards have been less subject to political pressure. The underlying reason has been found in the exceptional strength and statesmanlike character of the incumbents as social engineers, administrators, and educators.

The superintendency record of cities between 25,000 and 100,000 is quite as good statistically as that of the large cities. It is in the small towns that the superintendency is still, in the words of George H. Henry, a "fledgling profession with an ill-defined role," subject to numerous hazards and open to frequent feeling of unrest. The school boards and the influential elements in the small towns still do not respect the professional character of the school head or give him the authority he deserves; they do not surround him with the safeguards that will stop effectively the disgruntled parent, the unwilling taxpayer, and the selfish groups who would "run the town" and the schools.

It may be stated almost as an axiom that the smaller the town the shorter the tenure of the superintendent; or from another standpoint, the smaller the salary the greater the ambition of the superintendent to move into a larger or economically better situated community. The spirit of getting ahead so characteristic of American small-town superintendents has never been countered effectively by the school boards in the form of opportunities for genuine educational service, local and professional appreciation, or a combination of security and satisfactory income. Any-

thing that the boards can do to make their school more than a temporary stopping place for young men on the way up or a haven for older incompetents will be a total gain.

In Atlantic City a worth-while move was set in motion for further professionalizing the superintendency. Speaking on the problem in a discussion group, Dr. Harl Douglass said:

There can be no complete professionalization of the school executives until they achieve security in their positions and the courageous leadership that security permits. This may be best achieved by (1) limiting the progression to duly certified administrators and (2) indefinite contracts terminable only by action of a majority of the board of education with notice early in the spring; the practice being that termination occurs only in the case of demonstrated inferior service.

It would be exceedingly unwise at this point in the professionalization of the city superintendency to move for tenure. The work of a chief school executive differs so completely from that of the teacher that school boards should always be free at the close of a reasonably long term to change completely local school policies by changing the superintendents. But the superintendency should be professionalized and the turnover vastly reduced.

TEACHING FOREIGN LANGUAGES

IF, AS is becoming clear, it will be necessary for the United States to continue in Europe and Asia the role of Santa Claus and to assume for decades to come the duties of international policeman, it will also be necessary that increasingly large numbers of young men and young women be trained in the use of foreign languages.

Our new international role will require the mastery of numerous languages both on the part of those who will represent us in these countries and on the part of larger numbers who must carry on both in government and in industry the dealings with our new associates. A growing secondary group of Americans who will want to use especially the European languages, will consist of thousands who have come in contact with the peoples, the cultures, and the literatures of the Old World and who will want at least basic reading and writing skills for cultural and recreational use.

Our growing contacts with Central and South America mean that great numbers of men and women must learn Spanish and Portuguese. The same situation we feel will develop with Germany, France, the Low Countries, and the Scandinavian Kingdoms.

All this means that language study should perhaps begin at an earlier point

in the life of children and must be directed toward mastery of both speaking and writing as well as reading.

Professor John Webster Spargo, of Northwestern University, in an address several years ago, expressed the disturbing opinion that "standards of foreign language teaching have declined and the pace of instruction has been retarded until today the stupidest and laziest member of the class might get through a language course without bestirring himself from his normal torpor."

The foregoing remark is perhaps extreme, but it does lead to the conclusion that a new seriousness must pervade the modern language classes, especially at the college and high school levels. The experiences of the army and navy language courses and splendid new textbooks are available so that second rate results need not be tolerated.

SCHOOL RULES

NEWLY appointed school executives are frequently puzzled by the number and character of the board of education's printed rules, many of which conflict with the policies implied in the current acts of the board and the common practice of the executives and teachers. Too often the rules are a heterogeneous accumulation of ancient dicta of the board, passed before the professional character of the executives and the relative functions of the board and of its superintendent were clearly understood. To make matters worse, in many communities, every new situation which has proved troublesome has been considered reason for tinkering with the rules and often for an added section.

In this connection it is interesting to record that some of the finest statements of rules and regulations passed in recent years have been made on the basis of a thorough search of the minutes of the board. From these old records all rules and decisions that might be interpreted as statements of policy for future observance have been carefully transcribed, classified, and studied in connection with present conditions and practices. With these materials as a starting point a statement of acceptable principles of administration, drawn up by the school executives, or copied from some authoritative source, has been used to develop a new series of rules. The finest achievements of this kind have frankly considered the rules as the board's basic local legislation, within the framework of the state laws and the charter of the school district. They have accepted the superintendent as a professional executive who could be expected to

administer the schools democratically, wisely, and with a high regard for the professional ability, the technical preparation, and the experience of the supervisory force, the building principals, the teachers, and especially the executives in the business department. These rules have been especially noteworthy for brevity, consistency, and positive statesmanship. As pointed out in this column last year, they have encouraged current controls of the endless day to day problems on the part of the superintendent and the principals. They have insisted too on the idea that the decisions on the broad policies shall be retained in the vote of the school board.

TEACHERS AS JURORS

ORGANIZED teachers of New York City have asked for state legislation which would exempt them from jury service. They claim that such exemption would prevent interference with their continuous work with students, that the present system of compelling teachers to serve in the courts harms education. The teachers suffer a loss because the salary deductions made by the board of education for absence from classes exceed the daily juror's fee paid by the courts. While they do not say so, it may be suspected that the interference of court service with the routine and comfort of their daily lives and the possible distasteful contacts of the courtrooms are among the real objections.

The New York teachers represent a group of 38,000 of the best educated and most competent citizens of the community. While a negligible number may be unsuited emotionally for some jury duty, the vast majority would be useful members of any "blue ribbon" jury. They should not seek to be excused from this important civic duty, for which they are concerned as teachers and guardians of American governmental institutions.

THE RELIGION CASE

IT IS too early to evaluate the final effects of the Supreme Court decision on the Champaign plan of religious education. The dictum of the Court declares unconstitutional the teaching of religion within public schools; it seems to throw some doubt on the released-time programs. In New York City, Superintendent Jansen has ordered the released-time practices to be continued; in some small cities the boards have recalled the permission until the local legal status is determined.

A narrow, legalistic application of the decision will cause the United States to suffer a permanent setback in the continued necessary efforts to maintain a modicum of religious literacy and to utilize the one potent factor in character education.

The Role of Education in UNESCO's Quest for Peace —

Word From Washington

Elaine Exton

If Unesco's quest for peace is to succeed it must have the sustained support and active participation of the peoples of the world. As Milton S. Eisenhower, chairman of the U. S. National Commission for Unesco, puts it: "Every responsible individual has a direct relationship with the problem of peace." The object of the United Nations Educational, Scientific, and Cultural Organization is to help people everywhere to direct their abilities and everyday activities "toward the greatest adventure of our century, the building of a new, safer, and more prosperous world."

Communicating to the people of each country understanding of Unesco's activities, enthusiasm for achieving its high purpose, knowledge of the most effective ways for furthering its goal of peace on earth, good will toward men is a significant task for education and a challenge to educational administrators and teachers wherever they may be.

The 1948 UNESCO Program

While retaining most of the major emphases approved for 1947,¹ the General Conference of Unesco at its Second Session in Mexico City, Mex., November 6-December 3, 1947, adopted a program for 1948 which is generally conceded to be a more concise and better integrated plan than that of the preceding year. It comprises some 70 separate projects running the gamut of promotional activities, research studies, and action enterprises in six broad categories: Reconstruction, Communication, Education, Cultural Interchange, Human and Social Relations, Natural Sciences.

To finance this program, the Mexico City Conference authorized an appropriation of \$7,682,637 for 1948. The United States Government will pay 41.88 per cent of this amount. Last year when the Unesco worldwide budget totaled \$6,000,000, Uncle Sam contributed 44.03 per cent of the expense.

Educational Rebuilding in War-Torn Areas

The task of rebuilding the means of learning and culture in war-devastated countries, including reconstruction of schools, laboratories, libraries and museums, again holds Unesco's top priority in 1948 because—in the words of Edward W. Barrett, chairman of the Information Committee of the U. S. National Commission for Unesco—"if the educational plant of the world is shattered and unable to operate on at least a minimum basis, how can Unesco itself hope to move forward with a concrete educational, scientific and cultural program?"

The Commission for International Educational Reconstruction (CIER) under the chairmanship of Dr. T. G. Pullen, Jr., Maryland's state superintendent of public instruction, continues to be the focal point in this

country for furnishing authoritative information on needs, costs, and procedures and for co-ordinating the efforts of schools and other voluntary agencies interested in developing projects to aid educational reconstruction in foreign lands. The CIER has outlined the activities of more than 300 organizations in this field in a free handbook which it distributes. Many of these programs afford opportunities for participation by schools, administrators, teachers, and community groups.

According to the Commission for International Educational Reconstruction (744 Jackson Place, N.W., Washington 6, D. C.), the contribution of American voluntary organizations for educational rebuilding abroad exceeded \$150,000,000 in services and gifts in kind during the period January 1, 1946, through December, 1947. This includes the \$240,000 raised as a result of the campaign for an Overseas Teacher-Relief Fund that the N.E.A. conducted last fall. However, even in the face of the generous response of the more fortunate nations, the magnitude of the educational needs of the war-torn countries is so appalling that only a small fraction of the required assistance has thus far been provided.

In appealing for further contributions for restoring educational opportunity in the war-ravaged sections of the world, CIER reports: "Millions of children in Europe and Asia are still out of school; relatively few of the thousands of schools, universities, libraries, laboratories, and museums that were damaged or destroyed have been rebuilt; even the simplest educational supplies, and scientific and cultural materials are still totally lacking in many areas."

UNESCO's Educational Priorities

The Mexico City Conference gave a major place to education in the Unesco Program for 1948 and assigned first and equal priority to the seven areas of educational activity that follow:

1. *Fundamental Education.* This encompasses a world-wide campaign to encourage Unesco member states² to provide universal, free, compulsory, primary education, and to act to reduce illiteracy among adults unable to read or write. Unesco activities will include stimulation of public interest, preparation of special materials, setting up a clearing house to assemble, analyze, and distribute needed information, sponsorship of demonstration projects in China, East Africa, Haiti, and possibly elsewhere.

2. *Adult Education.* Information on new techniques and methods in adult education will be collected by the Unesco Secretariat which will also collaborate in the development of special

¹As of March 1, 1948, the 38 member states of Unesco were: Australia, Belgium, Bolivia, Brazil, Canada, China, Colombia, Cuba, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, El Salvador, France, Greece, Haiti, Honduras, Italy, India, Lebanon, Liberia, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Peru, Philippine Republic, Poland, Saudi Arabia, Syria, Turkey, Union of South Africa, United Kingdom, United States, Uruguay, Venezuela. Membership applications of Austria, Switzerland, and Hungary recently were approved at Mexico City, but these countries have not yet deposited their Instruments of Acceptance.

²See "Word from Washington" in the May, 1947, issue of the JOURNAL for an account of the Unesco program for 1947.

UNESCO'S QUEST FOR PEACE — Continued

materials on international affairs suitable for use by adult study groups. An international conference for leaders and workers in adult education will probably be held in 1949 under Unesco auspices.

3. *Work With Universities.* Unesco will convene a conference of representatives of universities throughout the world to consider creating an international association of universities, study problems concerning the reciprocal recognition of degrees, discuss ways and means to promote education in international relations at the university level as well as how best to foster closer co-operation between universities and Unesco.

4. *Educational Seminars.* Three international teachers' seminars will be held in different parts of the world in 1948 along the lines of the successful workshop that Dr. Howard Wilson conducted last summer at Sevre, France, and which 82 teachers from 31 countries attended. These respectively will study teacher education, education of young children, and education about the United Nations. Unesco's member countries will select participants and pay travel costs, while tuition and maintenance will be furnished by Unesco.

5. *Teaching of International Understanding.* The Unesco Secretariat will continue its survey of how member states are teaching about the United Nations and will sponsor two competitions for young people aimed at stimulating wide public interest in the work of Unesco. Increased emphasis will be placed on the importance of providing for instruction concerning the United Nations and its specialized agencies in the schools and colleges of Unesco member countries.

6. *Improvement of Textbooks and Teaching Materials.* Activities relating to improving teaching materials for international understanding and producing good texts for this purpose will be further developed. As a result Unesco hopes to be able to suggest new world standards and methods for textbook revision suitable for promoting peace and security.

7. *Consultative Educational Missions.* Upon the request of member nations, Unesco will arrange to send missions including educational administrators and representatives of teachers' organizations to advise on the reorganization of educational systems (particularly in war-devastated areas) and on the development of educational practices designed to increase international understanding.

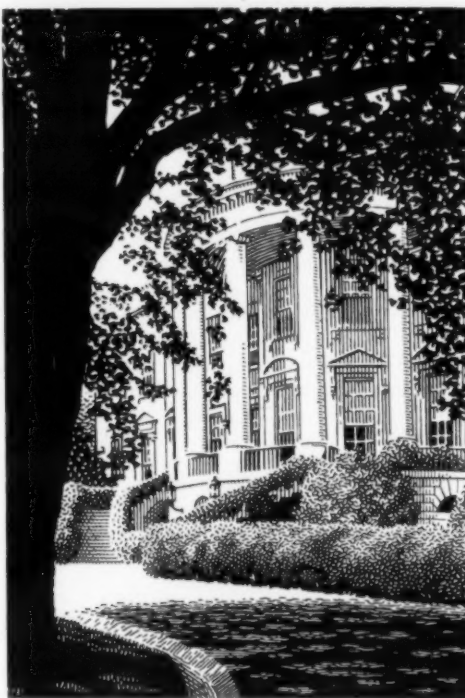
Ten other areas of Unesco educational activity were approved at the Mexico City meeting, including: (1) development of a Teachers' Charter; (2) initiation of an international study of the barrier hampering access to education for all, looking toward drawing up an International Charter for Youth; (3) preparation of a Draft Convention under which member nations may agree (within the limits of their respective constitutional and legal systems for administration of education) to direct their educational systems to the ends of peace and security; (4) obtaining general statements on the role of science in general education from each member nation; (5) collecting, collating, and distributing relevant printed materials—including reports and lists of films—recordings and other educational aids.

In addition to the activities bracketed under the heading "Education," projects closely allied to education are authorized under other major categories of the Unesco program for 1948. For example, activities for facilitating the international exchange of students and teachers and for promoting the development and extension of public libraries are included under "Communication" while projects relating to the translation of great books and

the reproduction of unique works of art are grouped under "Cultural Interchange."

Links Between UNESCO and the American People

American citizens and American organizations have two main channels through which to become informed about Unesco developments and to voice suggestions concerning Unesco activities and how to implement them in this country: The Unesco Relations Staff of the U. S. Department of State—headed by Charles A. Thomson—and the United States National Commission for Unesco—chaired by Milton E. Eisenhower, president of Kansas State College. The former performs the dual role of serving as the U. S. National



Commission's staff and of maintaining liaison between Unesco's international headquarters in Paris, France, and the government of the United States.

The U. S. National Commission for Unesco stems from an Act of Congress (Public Law 565, 79th Congress, July 30, 1946) authorizing its creation for the express purpose of both advising the Department of State and American delegations to international Unesco conferences, and of serving as a connecting link between the American people, their government, and the Unesco secretariat in Paris, on matters relating to Unesco. Its enabling legislation requires that a maximum of sixty of its 100 distinguished members must be representatives of national voluntary organizations with educational, scientific, or cultural interests. A third of the members come up for re-election annually. None may serve for more than two consecutive 3-year terms.

To bring Unesco closer to the people, the U. S. National Commission is directed to in-

²Twenty other nations in addition to the United States—including Great Britain, France, China, India, Brazil, and Canada—have, or are forming, national commissions or co-operating bodies that are similar to the U. S. National Commission for Unesco. Article VII of the Unesco Constitution urges member countries to form such bodies.

vite interested organizations to send representatives to annual or biennial conferences. The first such conclave, held March 24–26, 1947, in Philadelphia, was attended by delegates from more than 500 national groups. In May, this was followed by a regional conference in Denver, Colo., to which organizations in eight surrounding states sent some 1800 representatives.⁴

The Denver meeting touched off a Unesco chain reaction that has swept like a prairie fire across the Great Plains states. As a result, state-wide Unesco councils have been formed in Colorado, Kansas, and Oklahoma, plans for similar bodies are underway in Utah and Oregon, and numerous local projects, including speakers' bureaus, weekly radio broadcasts, and other information services, have been initiated to carry the Unesco message to the grass roots.⁵

School Administrators Point the Way

"Unesco's program can have substantial effect only if schools throughout the world actively co-operate with it," in the opinion of N.E.A.'s dynamic Bill Carr, who particularly calls attention to the need for school executives to play a more vital role in securing wider public understanding and appreciation of Unesco and its activities. Boulder, Colo., and the state of Kansas furnish interesting illustrations of what can be accomplished when school administrators provide leadership in developing school projects growing out of the Unesco program.

Superintendent James H. Buchanan prefers to let his teachers take the bow for the extensive Unesco program adopted by Boulder's public schools. He reports that when a small group of teachers met in a corner booth of a public restaurant in Denver in May, 1947, to discuss what they had heard while attending the first Regional Conference on Unesco, the idea behind Boulder's Unesco program was born. Upon returning to Boulder (population about 13,000), these teachers arranged a faculty meeting to discuss what could be done. It was immediately decided that a Unesco council composed of a small group elected by the entire faculty should be set up to lead the way and assume responsibility for the administration of a Unesco program in the city's public schools.

Superintendent Buchanan asked a sympathetic school board to allocate \$3,000 out of Boulder's \$500,000 school budget to start the project. A third of this sum is being used to bring a series of noted educators to Boulder for lectures to the faculty on international topics.

An executive committee and six standing committees have been established: A *Committee on Assembling and Evaluating Teaching Materials* to gather information about the people of foreign countries, including books, art exhibits, movies; a *Committee on Curricula* to co-ordinate material for use in teaching units dealing with Unesco and world under-

(Concluded on page 56)

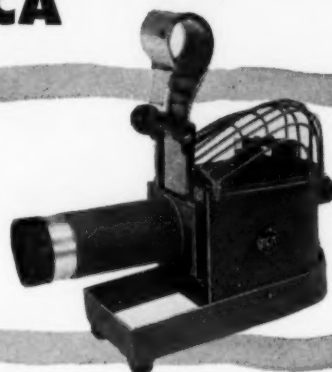
⁴The second Regional Unesco Conference to be held under the auspices of the U. S. National Commission will convene in San Francisco, Calif., May 13–15, 1948. Delegates from educational, scientific, and cultural groups in California, Arizona, Idaho, Nevada, Oregon, Montana, Washington, and the Territories of Hawaii and Alaska will participate.

⁵The U. S. National Commission for Unesco recently appointed a committee "to co-operate with organizations, including state and local Unesco councils . . . and to work out procedures for effective correlation of their activities with those of the National Commission."

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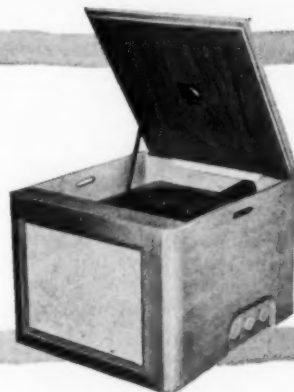


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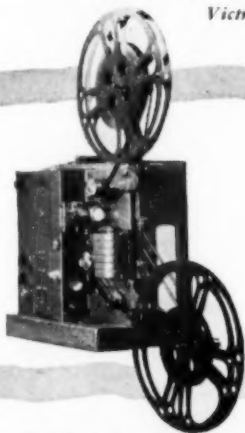


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UNESCO'S QUEST FOR PEACE — Concluded

standing; a *Committee on Professional and Cultural Advancement of Teachers* to work out plans to offer teachers opportunities for cultural travel abroad, exchange of teachers with other nations, scholarships for summer study, and other projects; a *Committee on Foreign Relations* to take charge of such special projects as the adoption of a French school in Cannes and organizing a "Bundle Day" to obtain clothing to send overseas; a *Committee on Finance* to sponsor a campaign to raise an additional \$2,000 through voluntary donations and special events like salvage drives and entertainments to be used chiefly for foreign travel scholarships for Boulder teachers and students; a *Committee on Community Co-operation* to secure the participation of civic, service, and women's clubs as well as local business, professional, and religious groups in projects to further understanding of Unesco and its objectives.

Students, too, have been drawn into Boulder's Unesco activities. A class in world history has organized a model United Nations group. The class serves as the general assembly, with every pupil a member of one or more standing committees, and with each representing one or more of the United Nations countries. A boy and a girl from the junior high school accompanied six Boulder teachers to the conference of Unesco in Mexico City. Since their return these students have appeared before school assemblies and other young people's meetings to report their experiences. Boulder's pioneering has turned up some promising school procedures.

Superintendent Frank L. Schlagle of Kansas City, Kans. — whose work in the preparatory stages of both Unesco and the World Organization of the Teaching Profession has already earned him an international reputation — played a prominent part in the formation of the Kansas Commission for Unesco and chairmans its Committee on Elementary and Secondary Education.

In this capacity, he is blazing new trails in the development of teaching units on international understanding at elementary, junior, and senior high school levels. Presidents of four Kansas state institutions of higher learning have offered the facilities of their colleges for co-operation in developing curricular materials. Conferences have been held with the curriculum section of the state department of education and arrangements are being worked out so that these teaching units can be included in course of study material available through the Kansas State Department of Education. Textbooks in use in Kansas public schools are being analyzed to ascertain whether they include any statements inimical to world peace and security.

School Projects That Promote UNESCO's Purpose

Some additional activities that would advance Unesco's basic purpose and be suitable for schools to undertake are summarized below:

1. Designate a member of the (school) staff as the Unesco relations officer so that information about Unesco and methods of co-operating with the program will be available to the entire teaching staff.⁶

2. Send an account of your school's activities to implement the Unesco program to the Execu-

⁶From a resolution passed at the February, 1948, Convention of the American Association of School Administrators.

tive Secretary of the U. S. National Commission for Unesco, The U. S. Department of State, Washington 25, D. C.

3. Secure basic materials on Unesco from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., including: *Unesco and You*, Dept. of State Pub. 2904 (15 cents); *U. S. National Commission for Unesco — Report on the First Meeting*, September, 1946, Dept. of State Pub. 2726 (25 cents); *National Commission News*, a monthly bulletin (\$1 per year, 10 cents per copy); *Report of the U. S. Delegation to the 2nd Session of the General Conference of Unesco*, Mexico City, November, 1947, Dept. of State Pub. 3062 (probable price, 25 to 35 cents).

4. Provide for systematic, factual instruction about the United Nations, its structure, purposes, and accomplishments.⁶ The Division of International Educational Relations of the U. S. Office of Education, Washington 25, D. C., is collecting information on summer seminars for teachers on the United Nations. It soon expects to have available for free distribution to interested schools and colleges several hundred sets of the verbatim records of the Second Session of the First General Assembly of the United Nations. Schools, however, must pay the transportation charges. Each set weighs around 16 pounds.⁷

5. Arrange excursions for teachers and students to the United Nations headquarters at Lake Success, N. Y. Write Olav Paus-Grunt, Chief of Educational Liaison of the United Nations Department of Public Information, at least two weeks in advance of your trip how many will be in your party and what you would like to see and do at Lake Success, and he will take care of the necessary details. Lectures on various aspects of UN's work, screening of UN files like "The People's Charter," interviews with United Nations staff members and officials, attendance at open meetings of the United Nations Councils, when in session there, are among the events that usually can be scheduled.

6. Stimulate faculty and pupils to develop projects to bring teachers from abroad to the United States for special summer sessions and students from other countries to America for special visits. Contact the Division of International Educational Relations of the U. S. Office of Education for information on opportunities of this nature.

7. Establish special scholarships to enable American high school students to travel to foreign countries, attend international meetings, participate in reconstruction work abroad. A directory of overseas educational work projects for students, *Invest Your Summer* (price, 10 cents per copy), may be secured from Robert Tesdell, Editor, Interdenominational Commission on Youth Service Projects, 203 N. Wabash Ave., Chicago 1, Ill. Another pamphlet of interest in this connection is *Study, Travel, Work . . . Abroad, Summer 1948*. Copies may be ordered from U. S. National Student Assoc., 304 N. Park St., Madison 5, Wisc. (Price, 15 cents each).

8. Interpret the life of American children to

⁷On November 17, 1947, the General Assembly of the United Nations passed a resolution recommending "to all member governments that they take measures at the earliest possible date to encourage the teaching of the United Nations Charter and the purposes and principles, the structure, background, and activities of the United Nations in the schools and institutions of higher learning in their countries, with particular emphasis on such instruction in elementary and secondary schools," and requesting "Member states to furnish the secretary-general with information as to the measures which have been taken to implement this recommendation, such information to be presented in the form of a report to the Economic and Social Council by the secretary-general in consultation with, and with the assistance of Unesco."

The U. S. Office of Education has been asked by the U. S. National Commission for Unesco to take the lead in implementing the above resolution on behalf of the United States and in drawing up a report on teaching concerning the United Nations and its specialized agencies in the schools and colleges of this country to be submitted by June, 1948.

children of other lands through elementary and secondary school participation in the international program of the American Junior Red Cross which includes school correspondence, international and exchange projects, and sending educational gift boxes overseas as well as other supplies needed in the schools of war-devastated countries. Contact the AJRC National Director, Edward A. Richards, American Red Cross National Headquarters, Washington 13, D. C.

9. Start or revitalize a high school international relations club.⁸ The National Education Association's Committee on International Relations has just taken over the sponsorship of the 300 or more secondary school international relations clubs that the Carnegie Endowment for International Peace has been servicing for more than a decade. On request this N.E.A. committee will make available without charge to new or existing secondary school international relations clubs in the United States: (1) materials on contemporary international affairs; (2) a short bulletin, to be issued at least once each semester, which will contain project suggestions, bibliographical aids, and current information on club activities. Write Lewis Paul Todd, the committee's special assistant, for further details.

10. Encourage high school graduating classes to recognize the importance of restoring educational opportunity in war-torn countries by "memorializing" themselves through financial gifts to educational reconstruction. Classes may designate the relief agency to receive their donation or may send the money direct to the Commission for International Educational Reconstruction (744 Jackson Place, N.W., Washington 6, D. C.) for transmittal to Unesco's Reconstruction Fund.

11. Sponsor a needy school abroad through one of the following agencies that establish direct contacts between schools in this country and similar schools in war-devastated areas: Overseas School Committee, 8 Beacon Street, Boston 8, Mass.; Save the Children Federation, 1 Madison Ave., New York 10, N. Y.; American Youth for World Youth, Inc., 35 East 35th St., New York 16, N. Y. Sponsorship entails an exchange of correspondence and information with the "adopted" school abroad as well as providing gifts and needed educational supplies.

12. Appoint a teacher or student representative as your contact with the U. S. Government's "pen pals" program to promote better understanding between the youth in Germany and the youth of the United States. The European Section of the Division of International Educational Relations of the U. S. Office of Education, Washington 25, D. C., can furnish actual letters written by German students desirous of corresponding with students in this country. Your representative can inform this Division as to the number of letters your school wishes to receive, whether your pupils wish to write to boys or girls, and what preferences they have regarding age groups. Special interests and hobbies can also be noted.

13. Supply food or clothing textile packages (price, \$10 each) to students and teachers in Europe through CARE (50 Broad St., New York 4, N. Y.), a nonprofit organization, that guarantees duty-, tax-, and ration-free delivery in the following countries: Austria, Belgium, Bulgaria, Czechoslovakia, Eire, Finland, France, Greece, England, Scotland, Wales, Northern Ireland, Italy, Netherlands, Norway, Poland, Hungary, and Germany (American, French, and British Zones).

14. Furnish current secondary school and teacher-training textbooks, standard reference works and literary classics, as well as professional and educational periodicals to war-ravaged nations. Undesignated contributions may be sent prepaid to the American Book Center, The Library of Congress, Washington 25, D. C., where they will be sorted, allocated, crated, and shipped.

⁸Unesco recommends the formation of school International Relations Clubs and has published a brief pamphlet of suggestions on this subject. Single copies may be obtained free by addressing a request to The Director General, Unesco House, 19 Avenue Kleber, Paris (16), France.

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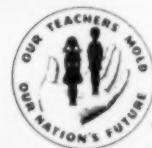
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School Board News

FUNCTION OF THE BOARD OF EDUCATION

The professional staff of the Dallas, Tex., public schools was recently issued a statement of its policies. In this statement are two paragraphs of significance and interest to boards of education:

"The administration gives leadership in planning and administering the schools; they select and assign the personnel of the system; they determine the need for and recommend the location of schools in the various sections of the city and have direct charge of the building of these schools; they interpret the program of education to the school board and to the public; they operate the schools in accordance with the general policies and broad program of the system; their counsel and vision constitute a plan of guidance for the school board in its operation of the schools; like the principal, they have the privilege of exercising a trained professional leadership in the community.

"The board of education is a responsible official body, not a group of individuals. The board provides for a school system and establishes general policies in keeping with the wishes of the community and the requirements of state law: (1) it informs the public of the educational, physical, and financial needs of the schools, and of the broad policies and planning within the schools; (2) it directs expenditures, and approves sites and buildings; (3) it advises with the administration and passes upon recommendations of the administrative personnel; (4) it evaluates the effectiveness of the program recommended and projected by the administration, and holds the superintendent and others in places of trust and leadership responsible for results."

SCHOOL BOARD AND COUNCIL WORK CO-OPERATIVELY

The work and activities of the city council and the school board of Conneaut, Ohio, lie in separate but related fields. Both seek to serve the citizens through a constructive program within their respective fields of service and they aim to work together to make the city a better and more desirable place in which to live.

In order to provide a basis for the determination of desirable policies and programs of action, a set of principles for co-operative relationship

between the council and the board has been adopted. It reads:

"1. The council and the board of education shall work together in a mutual relationship of co-operative understanding of the needs and responsibilities of the other. To this end, both shall study the program and the needs of one another and seek to build their own program in such a way, that it will not only achieve its own purposes, but will complement the program of the other for the best interests of the city as a whole.

"2. One direct point of contact is in the matter of finances. Both are guaranteed a protected levy within the 10-mill limitation. Beyond this point the distribution of the tax levy must be by mutual agreement between the two bodies. All agreements must be arrived at co-operatively with the full understanding of both parties of the factors involved and the needs and demands made upon both organizations.

"3. Certain years bring emergencies in matters of school and city finances. When such conditions occur there must be a mutual understanding on the part of both parties of these urgent needs. There must be a degree of give-and-take on the part of both to assist in the alleviation of the emergency. It is to be thoroughly understood by both parties that such adjustments are temporary and that a change in the tax rate under the 10-mill limitation is for one year only.

"4. Since the incorporation of the township into the village of Lakeville, the millage formerly levied for the operation of the township is no longer necessary. Since this amount is in excess of the levy, the additional amount is to be divided equally between the city and the board. However, if the additional distribution is based upon the comparative budgets of the two organizations, the council is to receive 38 per cent and the board 62 per cent."

PHILADELPHIA ENROLLMENT HITS PEAK

Philadelphia's public school system will hit a peak enrollment of 300,000 pupils in 1952, a gain of almost 90,000 over the average enrollment for 1947. This is the prediction made by Dr. Philip A. Boyer, educational research director of the board of education, and he said that it will mean a need for 1200 additional school-rooms and 1200 new teachers.

Dr. Boyer said this was the outlook if the birth rate remained high this year and it will remain high if we retain a stable economy. He

pointed out there were 53,000 births in Philadelphia in 1947, a record for the city. Many of the births were in suburban families using city hospitals and approximately one third of the school age children in the city will enroll in private or parochial schools.

Dr. Boyer warned, however, that all indications are that the already overtaxed public schools will be pressed even harder when last year's babies reach school age. "I think Philadelphia, in common with all other large cities, will be very hard pressed for accommodations," he said. "Perhaps we will be justified economically in worrying through the crowded conditions if the 1948 birth rate goes down," he added.

Dr. Boyer said the wartime birth rate wave was starting to reach the schools and predicted an enrollment increase of 3000 for kindergartens next year and another 3000 increase for the following year. At present jammed city kindergartens have a waiting list of 5000, because of lack of room, facilities, and teachers.

Dr. John L. Waldman, superintendent of District 7, in the northeast section, predicted that there were "hundreds of children in the city who will never get into kindergartens." The board of education, at the beginning of the current term, ordered that the oldest children on the waiting list be enrolled first. Enrollment age is five and a half years.

Dr. Boyer said the upsurge in enrollment should reach the tenth grades in 1956. Until then, a reflection of the depression years, class membership in the tenth, eleventh, and twelfth grades should remain slightly above the war year averages, he said.

Supt. Alexander J. Stoddard of the Philadelphia public schools has been asked to determine whether high school pupils have too much homework. The request was made by Dr. John P. Turner, a board member, who said that he believed students were being made to sit up long into the night "and it is making them irritable and nervous." Dr. Stoddard said he would investigate but was inclined to disagree that there was too much homework. "Home study up to three hours a night on school nights will not work a hardship on or injure the health of the average senior or junior high school pupil," he declared.

Contracts for construction of a new three-story Claghorn Elementary School, to cost \$1,400,000, has been approved by committees of the Philadelphia board of education.

The new Claghorn school replaces a 65-year-old building.



The Whiting, Illinois Consolidated School Board

Left to right: Robert Hartley; Marion Martin; Robert Manthe; Frank Craig, secretary; Earle M. Johnstone, president; James Elliott; Mrs. Sam Layman. The Whiting Consolidated School Board is engaged with hundreds of other boards of education throughout Illinois in the reorganization of the schools in a logical community including the city of Kewanee and the school districts in adjoining towns.

Flexible Approach - Definite Goal

Definite as the goal of education may be, the approach to it must, of necessity, be flexible—adaptable not only to the needs and conditions of the times, but most particularly to the individual. To play its part effectively, we believe school furniture must also be flexible and adaptable to a high degree.

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School Law

School Regulations

Under an Iowa statute, the prohibition against employing a teacher when the attendance reaches a prescribed minimum automatically closes a school, and no action by a school board is required. Ia. code of 1946, 279.15. — *Maxwell v. Custer*, 30 Northwestern reporter 2d 177, Ia.

School District Government

A county board of education is constituted by the Georgia statutes tribunal for hearing and determining local controversies relating to construction or administration of school laws, and a board's decisions are final, unless an appeal is taken to the State Board of Education. Ga. code § 32-910. — *Boney v. County Board of Education of Telfair County*, 45 Southeastern reporter 2d 442, Ga.

School District Taxation

Where a school-bond election was held and the board certified that 1739 ballots were cast, 1147 ballots for loan, 569 ballots against loan, and 23 void ballots, the void ballots were not to be considered, and the bond issue received the necessary statutory and constitutional two thirds majority. Mo. R.S.A. § 10328; Mo. R.S.A. constitution of 1945, art. 6, § 26b. — *Kellams v. Compton*, 206 Southwestern reporter 2d 498, Mo.

Where a proposed bond issue in the amount of \$550,000 by Walker county school district, independent of outstanding bonded indebtedness of its former local school districts, did not exceed 7 per cent of the assessed valuation of its combined taxable properties under either the tax digest of 1946 or 1947, the trial court properly entered an order validating the bonds. Ga. laws of 1946, p. 214, § 21; Ga. constitution of 1945, art. 7, § 7, par. 1; art. 8, § 5, par. 1. — *Pinion v.*

Walker County School Dist., 45 Southeastern reporter 2d 405, Ga.

A Florida special act requiring the county commissioners to pay to the (county) board of public instruction a designated sum toward the retirement of obligations issued by the board does not violate the constitutional provisions relating to the apportionment of interest on the state school fund, county school taxes, county school fund, and distribution, where the funds involved were not derived from taxes levied, collected, apportioned, distributed, or appropriated by authority of such constitutional provisions. Fla. sp. act of 1947, c. 24224; F.S.A. constitution, art. 12, §§ 7-9. — *Prescott v. Board of Public Instruction of Hardee County*, 32 Southern reporter 2d 731, Fla.

Discretion as to the amount of money necessary for a proper operation of a school system is vested in the board of education and not in a tax levying authority, and the tax authority can question the amount requested only if the budget submitted contains an illegal expenditure or a computation unlawfully arrived at, or bad faith of the school board appears. KRS 162.120 to 162.290, 162.300. — *Fyfe v. Hardin County Board of Education*, 203 Southwestern reporter 2d 165, 305 Ky. 589.

Where a schoolhouse, on land conveyed to a Missouri school district by deed providing for reversion thereof to grantor if the district discontinued the use of the land for school purposes, was locked and contained seats, books, and other property of the district after the pupils and teachers were sent to another district, the grantor had no right to take possession of the land on the ground that the school was abandoned by the district, especially in view of a Missouri statute prohibiting the abandonment of a schoolhouse or site until another site and house are provided for the school district. Mo. R.S.A. § 10403. — *School Dist. No. 24 v. Mease*, 205 Southwestern reporter 2d 146, Mo. App.

Teachers

The president and professors of the University of Kentucky and the teachers' colleges are "employees" and not public "officers" of the state. — *Pardue v. Miller*, 206 Southwestern reporter 2d 75, 306 Ky. 110.

A contract employing a wartime emergency school teacher as a substitute teacher for the school term was conditioned upon the impossibility of the school district obtaining a suitable qualified teacher, and upon proof that a qualified teacher was available, the contract was no longer enforceable. 24 P.S. of Pa., § 1121. — *Bloom v. Pike Tp. School Dist.*, 56 Atlantic reporter 2d 348, Pa. Super.

Under a Pennsylvania statute, the superintendent of public instruction has no authority to certify a wartime emergency school teacher, when a qualified teacher was available for a teaching position, and the wartime emergency teacher, though having a contract with the school district as a substitute teacher for the school term, had no statute authority to continue her employment, and the district's school board was under no obligation to ask for a renewal of such teacher's emergency certificate. 24 P.S., 1121. — *Bloom v. Pike Tp. School Dist.*, 56 Atlantic reporter 2d 348, Pa. Super.

The marriage of a woman teacher is not of itself a reasonable ground for removal and the action of a board of education in removing women teachers because of their marriage was unreasonable and arbitrary. Mo. R.S.A., § 10730. — *State ex rel. Wood v. Board of Education of City of St. Louis*, 206 Southwestern reporter 2d 566, Mo.

The general purpose of teachers' tenure statutes is not to grant special privileges to teachers as a class but to protect and improve state education by retaining in their positions teachers who are qualified and capable and who have demonstrated their fitness and to prevent the dismissal of such teachers without just cause. Mo. R.S.A., § 10730. — *State ex rel. Wood v. Board of Education of City of St. Louis*, 206 Southwestern reporter 2d 566, Mo.

School Administration News

THE BIRMINGHAM ADMINISTRATIVE COUNCIL

An Administrative Council has been established and is being actively administered in the city schools of Birmingham, Mich. The Council, composed of the several building principals, the assistant superintendent, and the superintendent of schools, is under the direction of Supt. Dwight B. Ireland, who acts as chairman of the group. The Council meets in the board room each Monday afternoon throughout the school year. At the meeting the group discusses school policies and the need covering such policies and some attention is given to routine school matters. Under the plan, any employee may suggest a policy, all personnel have a part in the derivation of a policy, complete understanding of a policy is set forth, and an attempt is made toward uniformity of policies governing the schools.

All problems are discussed freely with the Council before they are presented to the board for approval. Such matters as salary schedules, budgetary procedures, procedures for requisitioning supplies, in-service training programs, public relations, and numerous other functions are presented for action.

The Council passes upon all requests made by individuals or agencies outside the school for school support or co-operation in civic, community, state, and national affairs. Requests may involve funds for crippled children, for Junior Red Cross, for food and clothing drives, for savings bonds, and numerous other requests which are presented during the year.

The Council is a clearinghouse for announcements and requests, for assistance in the formulation of policies, and an educational device for acquainting administrative officials with the challenging problems which must be faced annually. Through the Council administrative officials are afforded an opportunity to have a part in the administration of the schools. It is informative and builds morale among the staff members, and is an indispensable agency in the administration of the schools.

SPECIAL PROGRAMS OF WORK HELP CHILDREN IN LEARNING TO READ

Are you satisfied with the reading your students are doing? Can they read independently or are they so handicapped by the lack of reading tools that they fail to read with understanding? Do they like to read?

In LaPorte, Ind., the schools have answered "No" to the first two questions. They were so concerned about it that they decided to do some constructive work along the line of reading improvement. They had started a study two years ago to try to determine the reason for the large number of failures in the first grade, and from the data kept on each child, came to certain definite conclusions.

In a study of the causes of failures, it was found that (1) immature children made up the largest percentage of the failures; (2) too many children were failing because of physical difficulties, such as poor sight, poor hearing, or poor nutrition; (3) not all children learn in the same ways or at the same rates; (4) even though a child gets a good start with good sight and a strong body, he may encounter some difficulty at any period of his growth.

In the fall of 1937, at the suggestion of Miss Leila Armstrong, supervisor of elementary education in LaPorte, the entrance age for the kindergarten was raised to five years and six months. Provision was made for administering a Binet test to children between the ages of five years four months and five years six months. If they are found to be mature, they are allowed to enter. Physical and dental examinations are required for entering children. During the kindergarten period, the child is tested for visual and

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auditory articulation and enunciation, and language ability. He is tested for eyedness, handedness, and footedness. Each child is given a Binet test before entering the first grade and before leaving the kindergarten a readiness test is given.

Following the aptitude tests, special programs are set up for children needing them. Children who need eye training get it, as do those who need ear training. An attempt is made to broaden the experiences of all children to build up their language ability. For children who are mixed in laterality, or who have a tendency to reverse letters and words, a program is started which does much to prevent reversals in reading. If a child shows low visual acuity in the tests, an eye examination is recommended, and in the case of a pupil with a hearing defect, an individual audiometer test is made. A health program is set up, which provides for complete physical and dental examinations for preschool, first, fourth, seventh, ninth, and eleventh grades each year. The examinations are free to all children.

As soon as a child shows that he or she is ready to read, he is sent to the first grade. Most of the children are six and a half before they reach that point, a few are six, and still others are seven.

A reading program involving practice and skill in learning new words has proved to be effective both in independent reading and in spelling. Children choose to do more independent reading than they once did and the libraries are much more in use than formerly. The quality of the reading material chosen by the children has also improved.

The ten years of stress on reading improvement have produced such successful results that a greater expansion in personnel and in equipment for the reading clinic is planned. Much home-made equipment is in use which also serves a good purpose.

HOLD GUIDANCE CLINIC AT VIRGINIA, MINNESOTA

A vocational guidance clinic was held on February 18 in the high school at Virginia, Minn. Instructors for the clinic were business and professional people from the community who assisted high school students to gain information in vocational areas in which they were interested. Twenty-four areas of vocational interest were represented by the students and the local Rotary Club provided the clinicians for each group. A large part of the participants were members of business-professional groups of Virginia, but there were a number from other communities, including the Twin Cities. All of the speakers were briefed on materials considered essential for each presentation.

In connection with the clinic, the hourly period was divided into a formal presentation by the speaker, followed by a general discussion, and a question-and-answer period.

The experiment was well received by the students, as well as by the participating speakers. Those present from near-by communities became so interested that they planned to organize a similar vocational day in their own cities. It is hoped that the clinic will become an annual affair sponsored by the rotary group.

USE SIMPLE PERSONNEL PLAN

The Carlsbad, N. Mex., board of education and the administrative staff of the city schools have adopted a policy of making every effort to choose and place faculty members carefully. The actual election of teachers and administrators is the direct responsibility of the board. The board considers the recommendations of the superintendent, who in turn considers the recommendations of the personnel committee, of which he is a member.

The personnel committee is composed of all administrators who have professional contacts with teachers. This includes the superintendent,

the principals, the curriculum co-ordinators, the special supervisors, the business manager, and the school nurse.

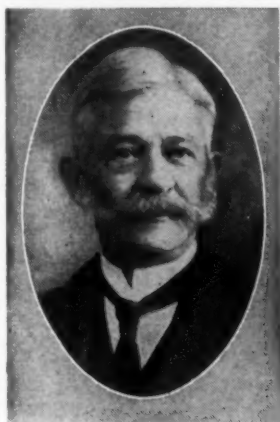
The personnel committee considers such matters as election, dismissal, promotion, and transfer of personnel and recommendations as to professional training for personnel. A rating sheet is employed as a means of evaluation of professional employees. Action is taken by secret ballot and unanimous decision.

Any individual may become an applicant for a position by personal application or by requests of the superintendent. Data are gathered for each applicant. These include college transcripts, recommendations from former professors and former employers, and personal data as to age, choice of position, and marital status. When the material has been compiled, the individual members of the committee evaluate the material and indicate preferences as to election. When the applicant has received affirmative votes and no negative, he is contacted and requested to appear for a personal interview. If an applicant is selected by the committee, the name is submitted to the superintendent, and later to the board for election. If there is no opening for the individual at the time of application, his record is put on active file for future openings.

The personnel of the city schools which includes 154 professional employees and 6 technical and special staff members, is recruited from a wide range as to locality of training. Twenty-two states are represented as sources of degrees, but the majority of the faculty come from southern and western states.

SCHOOL ADMINISTRATION

► Dr. H. W. James, of the New Mexico Teachers College, has begun a state-wide program of audio-visual aids in the state schools. A committee has been appointed to have charge of the survey, which will include a study of textbooks, projectors, and films, as well as the need for a subject supervisor in the field.



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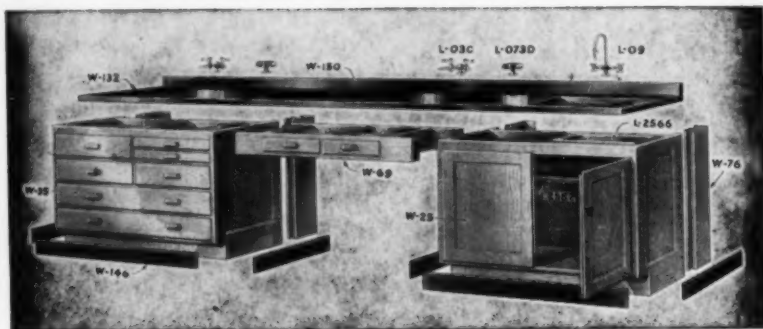
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Publications for School Business Executives

School Transportation Insurance

By Ivan A. Booker and Madeline K. Remmlin. Paper, 34 pp., 15 cents. Bulletin No. 101, 1948. U. S. Office of Education, Washington 25, D. C.

School-bus insurance is one of the most confused and varied segments of the pupil transportation problem. In contrast with rather specific standards accepted for equipment, school-bus insurance has hardly begun to move in the direction of definite goals. This pamphlet sets forth the insurance situation as of January, 1947, and primarily its legal status in each of the states.

It is suggested by the authors that the states face the issue frankly and endeavor to establish a program of just compensation and reimbursement of injured children in keeping with the public interest. It is urged that attention be given to the problem in order to avoid costly litigation and to remove the risk of grave injustices which no amount of good intentions can forestall.

The Legal Status of the Public School Pupil

Paper, 38 pp. Bulletin No. 1, Feb., 1948. Published by the Research Division of the National Education Association, Washington 6, D. C.

The present bulletin sketches the legal status of the public school pupil, and measures the effort of state governments, through legislatures and courts, to provide for and to safeguard the rights of children. The bulletin gives a general national picture in the 48 states and Hawaii and offers suggestions, both direct and indirect, of ways in which the statutes can be improved. School administrators and others will find the bulletin useful as a general reference on the legal status of the public school pupil. Parents also may find material to aid them in ascertaining the rights, privileges, and responsibilities of themselves and their children.

The Need for Tax Leeway for School Systems of Large Cities

By Stanton F. Leggett and William S. Vincent. Paper, 16 pp. New York State Conference Board, Albany, N. Y.

Study No. 6 of the New York fiscal policy for education, which aims to throw light on the tax leeway problem as it affects the fiscal policy in the large city school district. The report contains a statement of the bases used

in selecting comparable communities, a detailed cost estimate with supporting materials, an analysis of shortcomings of the educational programs in a sampling of New York City schools, and an explanation of the revised field administrative organization with cost estimates. The description, as well as the cost analysis, shows that New York City's financing of education falls short of the comparable communities in (1) numerical adequacy of staffing, (2) adequacy of space to house additional staff, (3) adequacy of equipment, (4) variety and quantity of instructional supplies, and (5) administrative services.

The Evolution of State-Local Governmental Relationships in New York State

By Lorne H. Woollatt. Paper, 17 pp. New York State Conference Board, Albany, N. Y.

One of a series of studies designed to throw more light on the principles that should guide in the shaping and reshaping of the control aspects of the structure of public education. The results of the study are expressed in the form of seven basic principles proposed as guides to the promotion of the best relationship between state and local governments. The report contains a brief bibliography.

Flammable Liquids, Gases, Chemicals, and Explosives

Cloth, 608 pp., \$4. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.

This volume is intended to meet the needs of those responsible for safeguarding human life and property from fire and explosion. The new edition supersedes the 1945 edition and includes new standards adopted during the past three years. The 50 standards are widely supplied as a basis of law and are used by public administrative authorities.

Potentialities of Local Nonproperty Taxes as Fiscal Instruments in New York State

By Mabel L. Walker and Walter Cocking. Paper, 8 pp. New York State Educational Conference Board, Albany, N. Y.

Study No. 6 of the fiscal policy for public education in New York State, which aims to show the results of a search for new local taxes so as to assess their potentialities for marshaling support for local government, particularly in the cities. It takes up new taxing powers for local units, permissive taxation in New York State, non-property tax imposed by cities, segregating and earmarking, and productivity of permissive taxes. An appendix contains procedures in estimating yields of local nonproperty taxes.

Costs Per Pupil in Average Daily Attendance in Ohio School Districts, 1946-47

Compiled by John H. Herrick. Paper, 16 pp. Published by the Bureau of Educational Research, Ohio University College of Education, Columbus, Ohio.

This report, the thirteenth of its kind prepared by the Bureau, contains information on per pupil costs for the school year 1946-47, compiled for city, exempted village, and county school districts.

The city section contains an analysis of expenditures for current expense, interest, debt retirement, and capital outlay for each pupil in daily attendance in 113 city school districts. Part I is devoted to costs per pupil for current expenses, debt service, total payments, and capital current expense items, and Part II covers costs for total outlay in Ohio cities. The report indicates that, with one exception, per pupil costs for all major items of current expense have increased in all three types of district.

The Property Tax as a Fiscal Instrument in New York State

By M. Slade Kendrick. Paper, 21 pp. New York State Educational Conference Board, Albany, N. Y.

Study No. 7 of the fiscal policy of education in New York State aims to show the trend in the relative share of the property tax in state and local revenues and the changes in the concept of taxable property. The report takes up (1) the prospect for a continued levy of property tax, (2) difficulty of collecting amount needed, (3) gift to property owners, (4) effect on other taxpayers, and (5) increased assessment of real estate. The report shows the property taxes levied and the tax rate as a percentage of full valuation for New York City and upstate in selected years.

Handbook of Educational Statistics in Pennsylvania Schools

Prepared by the Division of Child Accounting and Research. Paper, 39 pp. Published by the State Department of Public Instruction, Harrisburg, Pa.

A report of the Pennsylvania schools, giving general statistics having a bearing on education, and including population, enrollments, employment certificates, teachers and supervising officers, school buildings, transportation, finances, and colleges and universities. The report includes a series of charts and tables which will be helpful to school officials and administrators in tracing trends since 1916.



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Teachers and Administration

► Philadelphia, Pa. In view of the passage of a new state law on school employees' sick leave, the school board has decided to continue for the present its sick-leave policy and to await the action of the legislature in clarifying the validity of the Philadelphia plan.

Under the board's policy it is provided that there shall be a deduction of one fortieth of the monthly salary of an employee for illness on a 10-month basis of payment, and one sixtieth in the case of employees on a 12-month basis of payment. A renewal of the application, if granted, will extend the period of absence beyond three months, and must be submitted to the superintendent or business manager for action.

For absence of employees due to illness of a member of the immediate family, it is provided that the absence may not exceed ten school days within a period of one year during the first two years of employment, and not exceeding thirty days within a period of one year beyond the second year of employment.

For absence not exceeding one school day, due to attendance at the funeral of a relative, where relief from loss of salary is not provided, there will be a deduction at the rate of one fortieth of the monthly salary for employees on a 10-month basis of payment, and one sixtieth for those on a 12-month basis.

► Hutchinson, Kans. Delta Kappa Gamma, national society honoring women teachers, will hold its annual state convention in Hutchinson, April 2 and 3. Nu chapter of Reno county, of which Miss Iva James, Hutchinson, is president, will be hostess chapter.

Dr. Jane M. Carroll, of Kansas State Teachers College, Pittsburg, will preside over sessions of

the state convention of Delta Kappa Gamma, national society honoring women teachers, when the society meets in Hutchinson, April 2 and 3.

► A milestone in the history of American education was reached in Atlantic City, N. J., on February 21, when three leading national teacher organizations were merged into a single organization under the name of the American Association of Colleges for Teacher Education. The new unit has a membership of 260 colleges and universities engaged in the education of teachers and it is estimated that 75 per cent of all teachers entering the profession will be covered by the organization. Designed to raise the standards of the teaching profession, the new group is expected to have a powerful influence on both elementary and secondary school fields.

► The Georgia State Board of Education has taken steps toward the improvement of teaching standards in the state. Teachers' certificates will be divided into three classes—professional, provisional, and temporary. The issuance of county certificates, based on high school training, will be discontinued in the near future. Professional certificates will be issued only to teachers completing a four-year course at a teachers' college.

► A jury in Brighton, Mich., has rendered a not-guilty verdict against a teacher who used a maple paddle to discipline a 12-year-old boy. The verdict has freed Ezra Beachy, the teacher. The pupil, Richard Shaner, was disciplined for throwing chalk in the classroom. The jury said the deciding factor was the fact that Richard drove a tractor the day after the flogging.

► Leominster, Mass. Supt. William B. Appleton has presented to the school board a set of new educational standards for teachers. Under the standards, preference will be given to a graduate of a liberal arts or technical college in electing teachers to the high school faculty. Teachers must hold a degree from an approved college

or state teachers college or the equivalent. The equivalent calls for two years' preparation beyond high school and five years' successful teaching experience. Candidates must follow a definite program of professional improvement leading to a degree.

► Hazel Park, Mich. The school board has approved the teacher tenure plan. All new teachers are to be placed on probation for a two-year period. Teachers who complete their probation will be put on seniority and will be given consideration according to their ability.

► A joint committee of the Iowa State Education Association and the Iowa Association of School Boards has begun plans for the establishment of a uniform teacher code. The committee will discuss teacher employment practices and will make recommendations concerning them as a means of promoting uniformity throughout the state.

► Muskogee, Okla. The school board has ruled that teachers absent from classes for private business shall suffer a deduction in their salaries to cover the salary of the substitute who teaches during the regular teacher's absence.

► Pierpont, S. Dak. The school board has ruled that teachers who absent themselves from school shall provide a substitute. The substitute will be paid 75 per cent of the regular teacher's salary, the amount to be deducted from the regular teacher's salary.

► Boston, Mass. The school board has voted to eliminate the residence bar for teachers. In the future, teachers need not establish a residence in the city in order to be employed.

► New Haven, Conn. The school board has decided to appoint a personnel development committee to have charge of teacher personal appraisal and improvement. The committee which is to be composed of five teachers will evaluate service training credits and other matters pertaining to personnel appraisal and improvement.

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An Important Job —

Spring Renovation of School Floors

Dave E. Smalley¹

As a rule the rejuvenation of school floors is a summer-time project. While the buildings are out of use is the ideal time to give the floors a complete going over. However, there are still two months or more of hard usage ahead before your floors will find relief and repair, and in the meantime your summer-time problem of renovation is increasing. Immediate attention, therefore, may prove economical later.

In most parts of the country we have recently emerged from one of the hardest winters in several years, and hard winters entail hard problems in building maintenance, the greatest of which is floor maintenance.

Snowy sidewalks cause a trail of damage to floors, greatest at entrances but prevailing with diminishing effect to the top floor of the building. Often salt and other chemicals, spread over icy sidewalks and tracked into the building, increase the burdens of the maintenance department and sometimes cause actual injury to certain types of floors.

Therefore, with good weather returned, the time is not only favorable for improving floor maintenance conditions, but makes it urgent that the winter's damages be repaired. Usually the deterioration of good floors or floor coverings is so slow as to pass unseen for a period of time, only to appear finally in more or less abrupt failure. Then it may be too late to apply an effective remedy.

Briefly let us consider the more extensively used floors, beginning with terrazzo because it is usually the main entrance and lower corridor floor of the school and, being the floor leading from the yard or street, is the most abused.

Terrazzo Floors

Doubtless you have been mopping your terrazzo entrance and main corridor floor every day during the winter. Perhaps you have found it necessary to mop several times during the day. But in most cases such cleanings have been a matter of temporary expediency, makeshift operations purely for appearances' sake. They prevent an unsightly accumulation and therefore justify the effort.

However, these wintry, imperfect cleanings can actually be damaging to the floor, permanently so if not corrected in due course of time. Terrazzo, being marble chips set in cement, is susceptible to the injurious elements that affect marble. Marble is porous and the daily application of dirty water fills these tiny pores with grime, causing a stained condition which, in time, cannot be corrected. Often we become so accustomed to the darkened cast of the floor, a condition that has developed gradually, that we are not conscious of it, but a good scrubbing with a

neutral soap quickly reveals the transition caused by the winter's inadequate cleanings.

Therefore, with the conclusion of bad weather, the snowy, icy kind, the terrazzo floor should be given a thorough scrubbing, using a floor machine and a good, neutral (non-alkaline) soap. Pick up the dirty scrub water at once with an industrial vacuum cleaner or with squeegee and "pick-up" pan. At least two men should do this work simultaneously, one scrubbing while the other follows behind, picking up the dirty suds. A delay in removing the latter allows a part of it to settle back into the pores and you are back where you started.

If two men are not available for the work, one man should scrub only a small area at a time, about ten feet square, removing the dirty suds before proceeding farther.

After scrubbing, the floor should be rinsed well to remove any soapy residue. Dry the floor well with the vacuum cleaner or with dry mops. Dry it almost as carefully as you would the windows, or at least as well as you would the painted wall.

The week end is, of course, the best time for such a cleaning. Then the floor has plenty of time to dry. After it is dry, go over the floor, filling the pores of the marble chips with a good floor wax, preferably a water wax. Solvent type waxes, especially paste waxes, have a tendency to darken light terrazzo.

If you are afraid of slipperiness from the use of wax, dilute the wax with 50 per cent water and (if the wax is good) it will still fill most of the pores without leaving much of a surface film.

Or, you may use a good terrazzo sealer of which there are a few on the market. Some of these are made of chlorinated rubber and others of certain, suitable plastics. They should be low in solid content to avoid a wear-away surface film and they should be "water white" — nonyellowing.

Do not use the regular varnish-type floor sealers on terrazzo. They have a yellowing effect and when they become worn they are hard to remove without damaging the floor. And be careful when you buy the special nonyellowing terrazzo seal. Be sure your source of supply is reliable, for there are many so-called "plastics" which are of little value.

If you should have stubborn dirt stains on your terrazzo, or if there are yellowish accumulations of old wax in corners, under desks or other protected places, these can be removed with a mild abrasive cleaner. You can make your own abrasive cleaner by sprinkling fine pumice stone over a soapy area, following by scrubbing with the floor machine.

Chemical stains usually can be removed by

poultices made of whiting mixed with a solvent or reagent of the material causing the stain, allowing the poultice to stand until it is dry. Ink usually can be removed with chloride of lime, but be frugal with the use of the lime as it is more or less injurious to marble. Iodine is readily removed with ammonia. Nitrate of silver is removed by first applying iodine and following with ammonia.

Rubber Tile

Rubber tile probably vies with asphalt tile in the entrances, corridors, and offices of many larger schools and suffers from winter abuse even more than terrazzo. New rubber tile is usually provided with a more or less impervious plate finish which prevents the penetration of dirty water, but the water does seep in between the tiles and can cause limited loosening of the tile. Also salt, sand, and other nonslip materials, scattered on sidewalks, are injurious even to the hard plate finish of the new rubber.

Older rubber floors, those which have been in use for several years, can be almost as porous as marble, and they become stained from the inadequate moppings of winter-time maintenance. They should, therefore, be thoroughly cleaned in the spring and rewaxed.

Rubber floors should never be cleaned with soap. Sometimes this statement is challenged, but if a soap has been recommended to you, it would be wise to ask the advice of the floor manufacturer. There are certain synthetic "soaps" (not saponified oils or fats) which may be used with safety on rubber floors, but these are not true soaps. You will make no mistake about your rubber floor cleaner if you consult the approved list issued annually by the Rubber Manufacturers' Association, the address of which is 444 Madison Avenue, New York 22, N. Y. The Association also supplies a list of approved floor waxes. Practically all leading manufacturers of waxes and cleaners submit samples of their products to the Rubber Manufacturers' Association, as it is important to be included in this list. A list will be sent free upon request, either by the Association or by your dealer.

While soaps are taboo on rubber floors, mild alkaline powders (not abrasives) are harmless, and are most commonly used for cleaning.

As in the case of terrazzo a thorough job of cleaning rubber tile is a job for two men, one to operate the floor scrubbing machine and the other to pick up the dirty solution. Rinsing should follow but, as in all cases, an excess of water should be avoided. Too much water may seep through the joints and gradually loosen the tile.

Never use any kind of lacquer or varnish on rubber tile. So far as this writer knows, none has ever been approved by the Rubber Manufacturers' Association, and the Goodyear Rubber Company, for one, warns against the use of such finishes. The solvents of the usual lacquers are also, to a degree, solvents of rubber.

So far, water emulsion waxes are the only suitable treatment for rubber floors. Most of

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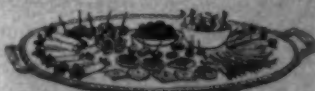
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SPRING RENOVATION OF FLOORS

(Continued from page 70)

these approved waxes are of the self-polishing type, but a few have to be buffed. The latter are, perhaps a little more trouble, but they are harder and more durable, and several successive applications on an old floor, each polished when dry, often restores a close semblance of the original plate finish.

Asphalt Tile

Because asphalt tile is more likely to be slippery when wet, especially in cold or snowy weather, it is more likely to be neglected in the winter than other floors. In many cases winter maintenance of asphalt, especially on

street floors, is confined to sweeping or an occasional damp mopping. Some asphalt tile also gets brittle in very cold weather, making it more susceptible to the abrasion of traffic, sometimes cracking.

Therefore, with the advent of warmer weather, the asphalt floor should be scrubbed, here again avoiding an excess of water which might tend to loosen the tile.

The kind of cleaners best adapted for asphalt tile is a matter of opinion. Certain it is that mild alkaline cleaners, such as modified soda, are not injurious, but it is this writer's experience that neutral soaps in strong solution have a slight solvent action. If this statement is questioned, take a piece of white cloth, saturate it with the raw liquid soap and

rub a colored tile. If the color comes off on the rag you may be sure there is enough free oil in the soap to cause gradual injury to the floor.

There have been a few lacquer-type finishes sold for use on asphalt tile floors, but so far as this writer knows, none has been quite successful. The usual solvents necessary for good lacquers are, in themselves, solvents of asphalt. Therefore, alcohol is most frequently used as the solvent and a good, durable lacquer has not yet been made with an all alcohol solvent. The resulting product is very much like shellac, with the latter's brittleness and weakness, not to mention a lack of adhesion on an asphalt surface.

This is not to imply that production of a good lacquer-type finish for asphalt is impossible. In fact, such a finish can be expected reasonably at some time. But up to date, water waxes seem to be the only adaptable material for maintaining asphalt tile. Some of these waxes are slippery on asphalt tile—those made cheaply with the use of paraffin wax. Other cheap waxes are loaded with resin and because they give a tacky surface are stressed as nonslippery products. Of course, a surface cannot be slippery if it is sticky, but in the latter case the maintenance problem is greater than if the floor were not waxed at all. Soft, tacky wax films absorb and hold dirt, presenting a difficult maintenance problem.

Where the slip hazard is considerable, the asphalt floor can be maintained with a water wax diluted with 50 to 75 parts water and then buffed with a machine when dry. Some maintenance people go further than that by using the water wax like a soap in the mopping water, but little or no protective film remains from such a process, and the chief purpose for waxing is to protect the floor, making it easier to clean and keep clean. There are good, hard water waxes which are perfectly safe, even without dilution.

Linoleum and Cork

In most schools linoleum and cork floors are less directly subjected to the outdoor elements of winter. Usually they are located on the upper floors, in the library and offices. But, nevertheless, as indicated at the beginning of this article, they still pay a certain extra toll to cold weather.

If linoleum or cork is located on the street-level floor and directly subjected to the traffic from wintry streets, the problem of reconditioning it in the spring is just as great as that of the other floors herein described. Only neutral soap should be used for scrubbing linoleum or cork, and an excess of water should be avoided. Also, avoid alkaline cleaning powders and abrasives. Alkali is the natural enemy of linoleum and cork.

A good floor machine is essential for obtaining best results in scrubbing linoleum, and the dirty suds should be removed promptly to avoid staining.

Where the linoleum or cork is in the more protected sections of the school, it is not likely to be so soiled. Perhaps it has been scrubbed regularly all during the winter, but such cases are the exception. The general tendency is

to slow up on floor maintenance during the winter because the maintenance crew's time is largely taken up with more urgent winter duties. The fact makes spring renovation as necessary on the more sheltered upper floors as on the sections leading off the street.

If nothing else, remove the accumulations of old wax and rewax. Although objectionable for regular maintenance, a mild abrasive may be needed to remove the hardened, yellowed crust of old wax in corners, under desks, tables, etc.

When the floor is clean, wax it with either the solvent-type wax or with a good water wax. Never use lacquer or varnish unless the covering is already so far gone the varnish may prolong its usefulness for a few months more.

Wooden Floors

In most of the older and smaller schools wooden floors predominate, usually hard maple, and these suffer from winter abuse and neglect to about the same extent as the others just described. They, too, should be scrubbed to remove stains, etc. If very bad they may need sanding during the summer general renovation, in which case too much time need not be spent on them now.

If there are bad worn spots in traffic lanes, patch these bare places with a good floor seal, "feathering" out the edges as well as possible to avoid too much overlap. This will halt further staining and wear on the spot until you are ready to resurface the floor later. In the summer, if you do not sand, you can then go over the entire area with the sealer and avoid, to considerable extent, the appearance of worn places through the new film. Perhaps two complete applications will be necessary for maximum results in the summer. It is recommended, in such cases, that each coat of the sealer, including the last, be rubbed with steel wool under a floor machine. This removes the rather superficial surface gloss, preventing it from wearing off later in lanes of traffic. Then a good floor wax, either water or solvent type, will restore the gloss, even richer than the original gloss given by the sealer, and the floor will be much easier to dust.

In choosing a sealer for wooden floors, the bakelite type is preferred. It gives a tougher, more durable film.

Concrete Floors

Of all floors, concrete probably suffers the least from winter abuse, or abuse at any other time. Never looking very attractive, not much in the way of appearances is expected of it. It does, however, deserve a good scrubbing for sanitary reasons if for no other.

We now have special paints that are well adapted for concrete. Originally a development of the Goodyear Rubber Company (who supply only the raw materials to paint manufacturers and not the finished paint) they closely resemble enamel, flowing on easily, drying quickly, and providing a very attractive finish.

Their particular adaption for use on concrete is due to their immunity to alkaline

reaction. The natural alkali in concrete, combining with moisture, soon causes the regular paints and enamels to disintegrate, whereas the new rubber paints resist even strong lye.

The rubber paints have considerable toughness and elasticity, giving them good wearing qualities on any surface, but the application of water wax helps to extend their usefulness. Even though you do not wish to paint your concrete floors until summer, it is well to get acquainted with the rubber enamels in advance.

Buffing Waxed Floors

Regardless of the type of floor or the kind of wax on it, frequent buffings with a floor machine will keep it looking its best. Also wax is saved. In many cases fresh wax is

applied over an already adequate film of wax — just because the latter has become dull, marred, or covered with hardly noticeable dust. Buffing will frequently revive a wax film which had seemed entirely gone, cleaning the surface and restoring the original high polish.

Like everything else, clean floors reflect the reviving spirit of spring and unless you want your building to be unfavorably conspicuous, it is well to join the parade. Not only should your school floors be kept as clean and sanitary as possible the whole year round, but renewed cleanliness is generally expected in the spring, and, as said before, renovation now may mean a considerable saving in the summer. In other words, to resort to the trite old saw, "A stitch in time saves nine."

THE LIGHTER-WEIGHT PROJECTOR YOU'VE DREAMED ABOUT IS HERE

Only \$325.00 Buys

THE NEW DeVry "Bantam"

THEATRE-IN-A-SUITCASE

16mm. SOUND PROJECTOR
AMPLIFIER, SPEAKER AND
SCREEN—ALL IN ONE—
SMALL, COMPACT CASE
WEIGHING LESS THAN 31 LBS.

Here's Why the DeVry "Bantam" Is Wanted Most by Most People

- So light, it's as easy to carry as a portable radio.
- So simple to set up, thread and focus, it's like operating a record-player.
- So designed as to give you both silent and sound projection without additional equipment.
- So carefully engineered, it's infinitely kind to film.
- So equipped (750-1000 watt illumination) you get brilliant, distinct pictures.
- So constructed as to give you amazingly, life-like sound.
- So ruggedly built, you can count on your DeVry "Bantam" to give you years of day-in, day-out, trouble-free performance.

Your DeVry "Bantam" gives you BIG projector features, PLUS many new EXCLUSIVE DeVry refinements: 2,000 ft. film capacity. Fast motor-driven rewind. Coated lens elements. Automatic loop-setter. Pre-focused exciter lamp. Motor-driven forced air cooling. Either AC or DC operation.

Single Case "Bantam" with built-in 6-inch ALNICO 5 permanent magnet speaker, is readily detachable for placement at screen as desired.

Dual Case "Bantam" projector and amplifier in one case, 8" ALNICO 5 permanent magnet speaker in separate matched case.

Your new DeVry "Bantam" has adequate illumination (750-1000 Watt) for projecting brilliant pictures in auditoriums.

ESQUIRE

ONLY FROM DeVry

do you get 16mm projectors designed and built by the same craftsmen whose 35mm equipment is used to produce the "perfect show" in the World's four theaters

NEW DeVry "12000" THEATER PROJECTOR

DeVry CORPORATION ASJ-E4
1111 ARMITAGE AVE., CHICAGO 14, ILL.

Please give us full particulars on the new DeVry "Bantam"

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Individual _____
Address _____
City _____ Zone _____ State _____

Only 5 Times Winner of Army-Navy "E" Award for Motion Picture Sound Equipment

DeVry

HILLYARD



FLOOR TREATMENTS AND MAINTENANCE PRODUCTS

Tested AND Approved

★ Hillyard's Non-skid Floor Treatments and Maintenance Products properly protect and make attractive all types of floors, insuring a safety factor of non-slippery floor surfaces easy to keep clean. They produce sanitary, labor saving conditions. In every classification, Floor Seals; Finishes; Waxes; Dressings and Cleaners, they give entire satisfaction.

★ There is a Hillyard Floor Treatment Maintaineer near you. Call or wire us today, his advice and recommendations are given without obligation.

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Personal News

- H. C. KNIGHT, of Elk Horn, Iowa, has accepted the superintendency at Prairie City.
- SUPT. RAY BEAMER, of Syracuse, Neb., has been re-elected for the next school year.
- SUPT. G. E. PICKREL, of Louisville, Neb., has been re-elected for another year.
- SUPT. PERRY J. HORN, of Edgar, Neb., has been re-elected for the next year.
- SUPT. HARRY H. HILTON, of Decatur, Neb., has been re-elected.
- SUPT. R. S. WOOD, of Joplin, Mo., has been re-elected for a fifth year.
- SUPT. PETER H. HOPKINS, of Somerset, Ky., has been re-elected for a four-year term.
- E. C. CARLSON, of Pontiac, Mich., has accepted the superintendency at Armada.
- KENNETH M. VISTE has announced his resignation as superintendent at Williams Bay, Wis., with the close of the school year in June.

- SUPT. R. W. BARDWELL, of La Crosse, Wis., has announced his resignation, to become effective July 1. He has accepted the position of director of the Madison Vocational School.
- The school board of Davenport, Iowa, has created a new position of director of cafeterias.
- SUPT. WILLIS EVERSON, of Tyndall, S. Dak., has been re-elected for the next school year.
- SUPT. JAMES F. CALLAWAY, of Randolph, Neb., has been re-elected for a fourth year.
- SUPT. ORDE WEAVER, of Hooper, Neb., has been re-elected for another year.
- SUPT. L. P. CUSHMAN, of Greenville, Mich., has been re-elected for a three-year term.
- SUPT. R. G. SMITH, of Macon, Mo., has announced his resignation to take effect at the close of the school year. LAURENCE E. PHELPS will succeed Mr. Smith.
- SUPT. OLIN TEASLEY, of Cameron, Mo., has been re-elected for another year.
- IRA F. KING, of Coldwater, Mich., has resigned. S. BYRON THOMAS has been elected to succeed him.
- FRED B. MILLER, former superintendent of schools at Normandy, Mo., died suddenly on February 5. He became superintendent in 1913 and had been retired since July, 1947.

- SUPT. J. EDGAR PRIDE, of Clay, Ky., has resigned to accept the position of sales representative for the D. C. Heath Company in the state of Kentucky.
- SUPT. M. F. STARK, of Hiawatha, Kans., has been re-elected for a fourteenth term.
- EDWIN J. O'LEARY, of Oglesby, Ill., has accepted the superintendency at Madison, Ill.
- SUPT. HAROLD DAWSON, of Kingsley, Kans., has been re-elected for a two-year term.
- SUPT. TOM HANSEN, of Hobart, Okla., has been re-elected for another year.
- SUPT. RAY G. BURNS, of Kingfisher, Okla., has been re-elected for the next year.
- CLARENCE R. YOUNG, former superintendent of schools at Middletown, Ind., died on February 17. He had been superintendent in Middletown since 1940 and before that was a principal in Frankfort.
- SUPT. HAROLD R. ERNESTVEDT, of Waseca, Minn., has been re-elected for another year.
- SUPT. CARL W. PRIER, of Carl Junction, Mo., has been re-elected for the next year.
- SUPT. H. E. STEVENT, of Texline, Tex., has been re-elected for a two-year term.
- SUPT. C. FRED COLVIN, of Planeview, Kans., has been re-elected for another year.
- SUPT. H. A. TOLBERT, of Carterville, Mo., has been re-elected for the next year.
- VERNON O. POLLOCK, formerly principal of the high school, Lake Geneva, Wis., has been elected superintendent to succeed H. H. Clemons.
- SUPT. E. L. NOVOTNY, of Lawrence, Kans., has been re-elected for another two-year term.
- SUPT. DION C. WOOD, of Duncan, Okla., has been re-elected for the next year.
- SUPT. JOE MCKINNIS, of Marietta, Okla., has been re-elected for another year.
- EARL HAMON, of Pawnee, Okla., has accepted the superintendency at Newkirk.
- SUPT. TOM HANSEN, of Hobart, Okla., has been re-elected for the next year.
- M. M. ROGERS, of Lytton, Iowa, has accepted the superintendency at Sumner.
- SUPT. HUGH BROGAN, of Great Bend, Kans., has been re-elected for a two-year term.
- SUPT. F. H. BURTON, of Humble, Tex., has been re-elected for a three-year term.
- In Portland, Ore., DR. V. D. BAIN and JOHN S. GRIFFITH have been appointed assistant superintendents. DR. HAROLD T. SANTEE has become director of secondary education.
- SUPT. H. O. VANDEN BERGE, of Vermillion, S. Dak., has been re-elected for another year.
- DR. H. M. IVY, superintendent of schools of Meridian, Miss., is chairman of the legislative committee of the National Education Association.
- SUPT. E. V. REICHEL, of Wellington, Kans., has been re-elected.
- DR. EDGAR FULLER, formerly state commissioner of education in New Hampshire, has been appointed director of the Division of School Administration in the U. S. Office of Education.

Dr. Fuller comes to this important position in the Office of Education with a background of training and experience in many fields of education over a period of years. He served as state commissioner in New Hampshire for two years. From 1942 to 1946 he was educational consultant for the Civil Aeronautics Administration in setting up a national program of aviation education. He has been a lecturer on educational administration at Harvard University Graduate School of Education, was superintendent of schools in Virden, N. Mex., and president of Gila Junior College in Thatcher, Ariz.

Dr. Fuller took his undergraduate work in psychology at Gila Junior College, Thatcher, Ariz., and Brigham Young University at Provo, Utah. He holds a J.D. degree in public law from Chicago University Law School, and an Ed. D. degree from the Harvard Graduate School of Education.

DEATH OF JOHN R. GREGG

Dr. John Robert Gregg, inventor of the Gregg shorthand system in 1899, died February 22, at his home in New York City after a long illness. He was 80.

Dr. Gregg, born in Rockcorry, Northern Ireland, became interested in "speed writing" at the age of 10. He began to study forms of shorthand and devoted all of his energies to it after seeing a friend take down an entire sermon in shorthand. His own shorthand alphabet was published in Liverpool at the age of 20. Of the 500 pamphlets issued then, only nine are known to exist today.

Dr. Gregg came to the United States in 1893, living first in Boston and then in Chicago. In 1900 he began to issue the *Gregg Writer Magazine*. He published several advanced and specialized texts. His last book was *The Private Secretary*, published in 1943.

President of the Gregg Publishing Company, Dr. Gregg was also chairman of the board of the Gregg Publishing Co., Ltd., London, England. He served two terms as president of the National Arts Club and was a Fellow of the National Academy of Design.

Dr. Gregg is survived by his widow, one son, John Robert Gregg, Jr., and one daughter, Kate K. Gregg.



Al Esper

CHIEF OF TEST DRIVERS,
FORD MOTOR COMPANY, says:

"We've tested the new 1948 Ford School Bus Safety Chassis from grille to rear axle, and PROVED its exceptional Safety, Economy and Endurance."

**"RIGHT...
down here"**

Down below, where it doesn't show, the rugged stamina of this greatest School Bus chassis in Ford history provides enduring security to your pupils' lives and your taxpayers' dollar. The two heavy Drive Shaft Safety Guards, the hand brake guard, the outboard, heat-shielded, 30-gallon Safety fuel tank, the extended exhaust tailpipe, are PLUS PROTECTIONS. New, easy-action springs, new wider tread, new braking efficiency, new steering ease and short turning radius, and your choice of TWO new, thriftier, Ford engines—V-8 or Six—add up to the stand-out School Bus BUY of the industry. Let your friendly Ford Dealer show you.

EAST OR WEST—THE RECORD'S THE SAME!

"ECONOMY, DEPENDABLENESS"

"One of our 6 new Ford buses replaced a Ford bus used 11 years on a long, hard route. We prefer Fords to any others for low operating cost, dependableness and real satisfaction."

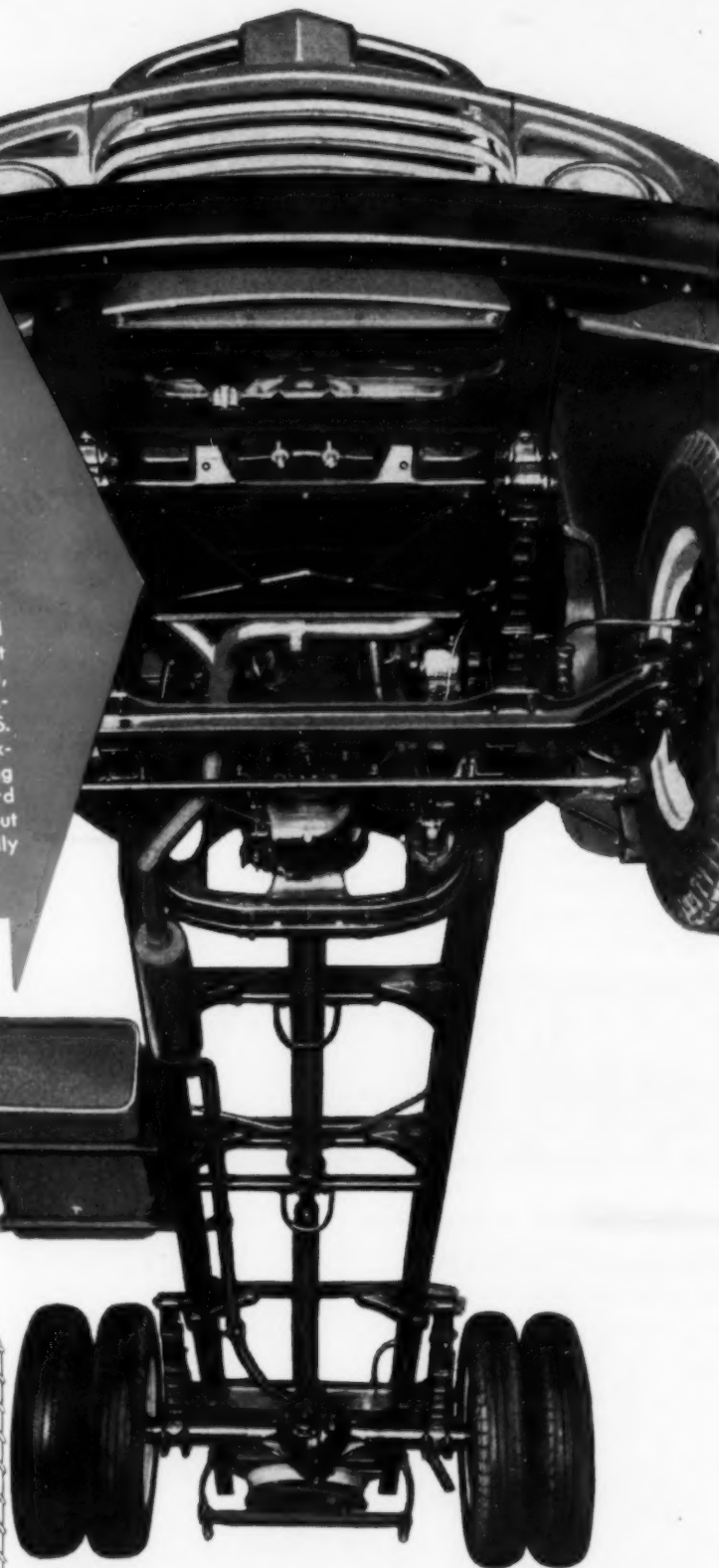
—W. O. Cain, Supt., Sumter County, S. C.

"VERY LOW COSTS FOR YEARS"

"We have used Fords for transporting our pupils for several years . . . very low maintenance cost . . . economical operation . . . thorough satisfaction."

—J. L. Goins, Supt., Cheyenne Public Schools
Cheyenne, Wyo.

Listen to the Ford Theater, Sunday afternoons, NBC network. See your newspaper for time and station.



"Webster's Dictionary definition of word 'Bonus'—'Something given in addition to what is usual or strictly due.'"



Spencer Vacuum tools have swivel joints that make cleaning under desks easy

HOW WOULD YOU LIKE TO CLEAN A SCHOOL *with a broom?*

Just in case you are toying with the idea of saving a few cents a square foot on that new school, why not face the false economy of such a move? Here are a few facts you can substantiate from schools near you and the reports of educational authorities.

1. There is only one way to clean a school properly—that is with a powerful mechanical vacuum and vacuum tools suitable for every surface.
2. Brooms and dry mops spread dust and germs, weaken the control of epidemics, injure paint, draperies, rugs—and everything in the building.
3. Spencer Vacuum Cleaning is not more expensive, all costs considered. Repairs on the vacuum machine are as little as a dollar a year. Many have been in service thirty years or more. Spencer also cleans radiators, filters, projection machinery, boilers, and many other things that cannot be cleaned by hand.

Stationary machines for new schools. Portable for small or old schools. Ask for the bulletins.

325A

SPENCER VACUUM

HARTFORD

CLEANING

THE SPENCER TURBINE COMPANY, HARTFORD 6, CONN.

Teachers' Salaries

MAYFIELD SCHEDULE FOR TEACHERS AND SCHOOL EMPLOYEES

The school board of Mayfield, Ill., has adopted a new salary schedule for 1948-49 covering all teachers and school employees. The new schedule establishes each teacher's and employee's place on the schedule so that no further adjustments are to be made for experience, but only in increment increases as provided for additional training received.

All regular members of the school staff will be given \$300 increases or placed at the minimum of the schedule, starting with September, 1948. Experienced teachers new to the system will be placed on the schedule similar to training and

experience with teachers in the system prior to the 1948 school year. The starting salary for teachers with two and three years' training will be \$1,800 per year, and they will be paid a maximum of \$3,000 for two years' training and \$3,300 for three years' training.

Teachers holding a bachelor's degree will start at \$2,400 and advance to a maximum of \$4,200. Those with a master's degree will begin at \$2,700 and advance to \$4,500. Annual increments will be \$150 per year. Increases of \$100 will be paid for 18 semester hours' work beyond the B.S. degree, and \$200 for graduate degrees. The differential for men teachers is \$300.

The starting salary for nonteaching employees will be \$2,000 based on experience, with increments of \$120 per year up to a maximum of \$2,800 to \$3,600, depending upon type of work and size of building. The differential for the chief custodian is \$400, and that for a split shift, \$300.

LEADVILLE SALARY SCHEDULE

The school board of Leadville, Colo., has adopted a new, revised salary schedule, which is to become effective September 1, 1948. The schedule is based on years of experience and professional training. Teachers with three years' training will begin at \$2,150 and will advance at \$50 per year to a maximum of \$2,450 in the sixth year of service. Those holding a bachelor's degree will start at \$2,400 and go to \$2,800 in the eighth year. Teachers holding a master's degree will begin at \$2,600 and go to \$3,200 in the twelfth year.

TEACHERS' SALARIES

► Battle Creek, Mich. The school board has adopted a new salary schedule, effective for the 1948-49 school year, incorporating the \$250 cost-of-living bonus of last fall and allowing further increases of \$350 in all salary brackets. The schedule includes a new provision limiting yearly increases to those specifically recommended by the superintendent each year. Teachers who are not recommended for increases will be retained on a probationary basis for the ensuing year with no increase.

► Los Angeles, Calif. City teachers will be given salary increases, effective September, 1948, under a new "preparation type" salary schedule. Under the plan, all teachers will be placed on an equal salary basis, regardless of the type of school in which they teach. Five new steps based on a point system are to be used, under which teachers who attend institutes, summer courses, or perform special services will earn credits enabling them to rise to higher pay brackets.

A teacher employed for a second year, possessing the maximum 70 additional points, will be paid \$3,530 instead of \$2,830 a year. The salaries range from \$2,690 for a beginner with a bachelor's degree, to \$5,070 for one in the thirteenth year of service, equipped with the maximum point total.

► Beloit, Wis. The school board has approved a revised salary schedule for 1948-49, calling for increases of \$75 per year for eight years, and then increases of \$100 up to the maximum of \$3,525 in the fourteenth year of service. The schedule sets a base salary of \$2,400 for a teacher with four years' college training and extends from 11 to 14 the number of increments.

► Watertown, Conn. The school board has adopted a revised salary schedule for 1948, calling for average increases of \$393.44 per year. Teachers with two years' training will be given increases of \$251; those with four years, \$416; and those with five years, \$688.

► Lyme, Conn. The school board has adopted a salary schedule for 1948, calling for a minimum of \$2,200 for teachers without a degree, and \$2,400 for those with a degree. It also provides a \$100 annual increment for 12 years and a ten-day sick leave.

► Seekonk, R. I. The school board has adopted a single-salary schedule, with immediate salary increases of not to exceed \$300 retroactive to January 1, 1948. The schedule sets a base salary of \$1,700 and provides \$50 additional grants for each year of professional training and an additional \$100 for each year of teaching experience.

► Rocky Hill, Conn. The school board has adopted a salary schedule, calling for a minimum of \$2,400 for teachers with 4 years' training, and a maximum of \$4,150 over a period of 15 years. Teachers will be required to complete a refresher course to remain on the schedule beyond the 10-year bracket. Teachers with 5 years' training start at \$2,500 and reach a maximum of \$4,250 in the fifteenth year.

► Brattleboro, Vt. The school board has adopted a salary schedule, calling for starting salaries of \$1,800 for beginning teachers with no degrees and goes to a maximum of \$3,500 for teachers with master's degrees and 12 years' experience.



..... How does ~~AIR~~ rate as

NOURISHMENT?

It isn't the noonday lunch alone that nourishes the student. Every hour of the school day, correct air—properly tempered—provides young bodies with the stimulant necessary to vigor and alertness. We all have seen sluggish listlessness take over in a room where the temperature is wrong.

For half a century, Johnson, a nation-wide organization of engineers and technicians, has specialized in solving temperature control problems for schools. Thousands of school buildings throughout our country are enjoying the many advantages offered by carefully-planned Johnson Control Systems.

Going further than correct temperature in each room, Johnson Control automatically takes care of heating only occupied rooms, without the necessity of installing separate steam mains. How satisfactory it is to have a comfortable occupancy temperature in occupied portions of the building! What a saving to have reduced economy temperature in the rest of the building.

Operating engineers know that tons upon tons of fuel are lost in over-fired boilers. To them, the tremendous saving of economy heating has real meaning . . . so much so that the efficiency of Johnson Control Systems are approved enthusiastically by men on the job.

If you are in doubt about the efficiency of your present control system or are planning a new one, talk it over with a near-by Johnson representative.

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SAVES HEALTH, FUEL, MONEY

*Automatic Temperature
and Air Conditioning*
CONTROL



JOHNSON SERVICE COMPANY, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities

PROTECT THOSE Floors

with Wax

NEO-SHINE

IS SAFE ON ALL FLOORS

NEO-SHINE Wax will beautify your floors, reduce maintenance expense, and prolong the life of your costly floor coverings. It is highly concentrated... actually fifty per cent richer in wax content than most self-shining waxes and will cover a much greater area per gallon. It dries bright without polishing. Use **WEATHERALL Waterproof Wax** for areas that require frequent mopping. Write Department S-1 for samples.

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 HUNTINGTON, INDIANA
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**ASK ABOUT
 OTHER FLOOR
 MAINTENANCE
 PRODUCTS**

School Finance and Taxation

NEW YORK STATE AID

The revised Feinburg law, under which the state of New York will provide financial aid for the elementary and secondary schools, was signed by Governor Dewey on March 6. The new law will provide 182 million dollars in aid during 1948, which is an increase of 80 million dollars, or practically 80 per cent over the previous law. The local school authorities and teachers' organizations had asked for 30 million dollars additional. The total aid is unequalled in any state in the Union.

The passage of the law followed a bitter campaign in which, according to the Governor, grossly misleading statements were made. The new law will place New York State far in the lead of other states in the total funds for education.

FINANCE AND TAXATION

► Mississippi, with federal aid, must almost double its annual expenditures for elementary and secondary education in order to meet even the barest standards, according to Dr. William F. McClure, director of the Bureau of Research of the University of Mississippi.

In a six-month survey, completed for the Mississippi Education Association, Dr. McClure has set up a goal of \$58,000,000 per year or \$80 per pupil for current operation. Federal aid under Senate Bill 472 would total \$17,000,000. This figure added to the present expenditure of

\$30,000,000 in state and local funds, will bring the level of school support within reach of the state's ability to attain the \$80 foundation program. This figure, even though 60 per cent larger than the \$50 maximum per pupil spent for the schools today, will fall short of the \$100 considered necessary by leading educators.

► Pawtucket, R. I. The school board has approved a budget of \$1,829,875 for the school year 1948-49, which includes \$1,468,875 appropriated by the city council in January.

► Covington, Ky. The school board has adopted a budget of \$1,227,277 for the operation of the schools in 1948-49, which is an increase of \$92,871 over 1947-48. The major part of the increase is due to increased cost of salaries and instructional supplies.

► Houston, Tex. Business Manager H. L. Mills has presented a budget of \$13,922,560 to the school board for approval, which is an increase of \$2,504,356 over the 1947 amount. The largest increases are for salaries and supplies, the total for this purpose reaching \$9,393,050, or an increase of \$1,498,419 over last year. Another large increase is for debt service amounting to \$2,161,800. Capital outlay calls for \$490,000, or an increase of \$83,000 over 1947.

IOWA RURAL SCHOOL REORGANIZATION

On April 5 elected county boards of education in 99 counties of Iowa will go into office and will set in motion a state-wide program of rural school district reorganization. The new boards replace the old 7-member appointive boards which had relatively narrow authority.

At the beginning of their service the new boards will have two important tasks to perform. They will elect a county superintendent for a three-year term, and choose the superintendent's assistants. The superintendent, who will be chairman of the board, will go into office in August. The board will not be limited in the salary to be paid the superintendent.

The second important work of the county boards will be the reorganization of the rural school districts. This duty is officially described as follows:

"The county board will, under the direction of the department of public instruction, with the assistance of county superintendent and the co-operation of the boards of the districts within the county plan and supervise an orderly reorganization of districts into larger and more efficient units. No reorganization shall be submitted to a vote of the people of the district until the plan has first been approved by the county board and the state superintendent."

The important duties of the county boards, in addition to the foregoing will be: (1) adopt textbooks for all rural schools; (2) approve the curriculum recommended by the county superintendent in conformity with the state course of study; (3) adopt rules and regulations and make provisions for establishment and maintenance of county school libraries; (4) enforce all laws and rules and regulations of the department of public instruction for the transportation of pupils in all public schools of the county; (5) act with the county superintendent as an appeal board in and for all school districts of the county.

The Consolidation Program

Under the law authorizing the county boards, each county must be surveyed and reorganization proposals must be passed upon by the boards and by the state superintendent of public instruction. The legislature has given \$500 to each county for survey expenses. For some time the state department of education has refused to approve consolidations in order that carefully considered plans based on surveys by competent authorities could be worked out. No consolidation can be made finally without a vote of the school districts.

The independent city school districts have no part in the reorganization and have not voted on the boards, one member of which comes from each of four equal areas in the county and one is elected at large.



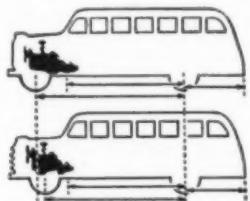
New and Exclusive Features Provide Much Easier Handling . . . Safer Weight Distribution

By moving the front axle back, and the engine forward, weight distribution is greatly improved. Carrying standard, full-size bodies, wheelbases are approximately 8 inches shorter, permitting more load to be carried on the front axle and wheels—so tires grip firmly for proper steering and braking. New

"cross-steering"—plus wide tread front axles—provide improved maneuverability and an entirely new ease of handling. You can



turn in much smaller circles—the same size circle both right and left. Road shock and wheel "fight" are substantially reduced. Steering is much easier. Engineered and built to equal or surpass National School Bus standards.



PROVED ECONOMY AND DEPENDABILITY FOR YOU!

In choosing school buses, *yours* is an important responsibility. You want—above all other things—SAFETY, ECONOMY and DEPENDABILITY! The new Dodge school bus chassis are engineered and "Job-Rated" to provide maximum safety and economy. There are no better brakes than Dodge "equal-pressure" hydraulic brakes. There is no better economy than that provided by the right "Job-Rated" engine. And of course—for more than 30 years—DODGE and DEPENDABILITY have meant one and the same thing. Let your Dodge dealer explain the many advantages Dodge "Job-Rated" chassis will bring to your school bus operation.

CHOOSE FROM 5 WHEELBASE LENGTHS FOR 30- TO 60-PASSENGER BODIES



MODEL FS-152

3 models—range from 10,650 to 11,750 lbs. G.V.W. For 30 to 36 pupils.



MODEL FS-170

2 models—11,900 and 12,900 lbs. G.V.W. For 36 to 42 pupils.



MODEL FS-192

3 models—range from 14,300 to 15,000 lbs. G.V.W. For 48 pupils.



MODEL JS-212

3 models—range from 15,775 to 17,000 lbs. G.V.W. For 54 pupils.



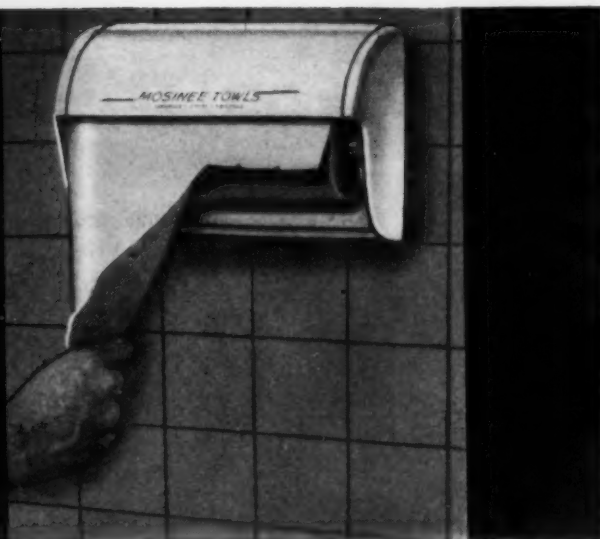
MODEL RS-229

2 models—18,300 and 19,000 lbs. G.V.W. For 60 pupils.

NEW

DODGE "Job-Rated" SCHOOL BUS CHASSIS

HERE'S THE ANSWER!



Mosinee Roltowls, dispensed from the new Roltowl Cabinet, provide a towel service which is the answer to most every school washroom towel problem.

1. Roltowls are made from pure sulphate material having *fast absorbency and great strength.*
2. The Roltowl Cabinet has a feature known as a *Rocking Core* which prevents users from spinning the roll to take more towels than are needed.
3. The roll is covered by the cabinet hood, and the hood is provided with a lock and key.
4. The cabinet is simple to use — easy to load — and has no working parts which can become out of order.



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MOSINEE *Sulphate Towels*

PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS

COMING CONVENTIONS

Apr. 1-2. Colorado School Board Association at Denver. Secretary, Calvin Greider, Boulder. Headquarters, Albany Hotel.

Apr. 1-3. Oregon Teachers' Association, at Portland. Secretary, Dr. Frank W. Parr, 220 S.W. Adler St., Portland 4. Exhibits, Dennis McGuire, 220 S.W. Adler St., Portland.

Apr. 7-9. Inland Empire Education Association, at Spokane, Wash. Secretary, Clifton Hussey, Co. Supt., Spokane. Exhibits, E. R. Jinnett, Headquarters, Davenport Hotel.

Apr. 7-10. Midwest Physical Education Association, at Indianapolis, Ind. Secretary, Anne Finlayson, Senior High School, Kalamazoo, Mich. Exhibits, George Mead, Detroit, Mich. Headquarters, Claypool Hotel.

Apr. 8-10. Michigan Association of School Business Officials, at Detroit, Mich. Alfred C. Lamb, Wayne University, Detroit, Mich.

Apr. 13-17. Schoolmen's Week, at Philadelphia, Pa. Theodore L. Reller, Eisenlohr Hall, University of Pennsylvania, Philadelphia 4, Pa.

Apr. 15-16. Wisconsin Association of School Administrators, at Milwaukee. Secretary, F. G. MacLachlan, Supt., Park Falls. Headquarters, Hotel Schroeder.

Apr. 14-17. California Association of Public School Business Officials, at Coronado. Secretary, Rhodes Elder, 1083 E. Grinnell, Burbank. Headquarters, Hotel Del Coronado.

Apr. 14-16. Kentucky Education Association, at Louisville. Secretary, W. P. King, 1419 Heyburn Bldg., Louisville 2. Exhibits, W. P. King. Headquarters, Henry Clay Hotel.

Apr. 15. Kentucky State School Board Association, at Louisville. Secretary, L. E. Meece, College of Education, University of Kentucky, Lexington. Headquarters, Brown Hotel.

Apr. 15-16. Indiana Association of School Superintendents and Business Officials, at Lafayette. Secretary, Mrs. Genevieve Serwatka, LaPorte. Exhibits, William Lloyd, West Lafayette. Headquarters, Purdue University.

Apr. 15-16. Wisconsin Association of School Boards, at Milwaukee. Secretary, Mrs. Letha Bannerman, 1220 Highland Park Blvd., Wausau. Headquarters, Hotel Schroeder, Milwaukee.

Apr. 17. Music Educators' National Conference, at Detroit, Mich.

Apr. 19-23. American Association of Health, Physical Education, and Recreation, at Kansas City, Mo.

Apr. 24. Ohio Business Teachers' Association, at Columbus. H. Harms, Columbus 9.

Apr. 21-23. Florida School Board Association, at Miami. Secretary, James S. Rickards, Centennial Bldg., Tallahassee, Fla.

May 1-2. Michigan Association of School Secretaries, at Battle Creek. Mary I. McElroy, Grosse Point, Mich.

May 7-8. American Council on Education, at Chicago. Ill. George F. Zook, 744 Jackson Place, Washington, D. C.

May 10-12. American Association for Adult Education, at Des Moines, Iowa. Director, Glen Burch, 525 W. 120th St., New York 27, N. Y. Headquarters, Kirkwood Hotel.

After the Meeting

OUR TASK

William H. Holmes*

I'm glad

The teacher said,

Because

I play a vital part in the great task of
Making truth live in the hearts of men,
Of freeing them from shackles of the Past,
Of loosing them from Bonds of
Impulse and of Prejudice.

I'm glad

Again

Because

My task is big with hope and Joy,
For I work on the virgin soil of children and
Of youth, knowing that if I touch them
Vitality with truth, they have the spirit
And the will to carry on.

To share this task with you

I'm glad.

Stopped Short

A certain superintendent of schools, who is widely known for his long speeches and for his inability to tell anecdotes briefly, was recently asked to put his young son to bed. When he tucked the youngster under the covers, he asked: "Son, would you like for me to tell you a bedtime story?"

The boy, who knew his father and who had heard some radio stories, said: "Sure, Dad, but just hold it down to the punch line."

FIGURE IT OUT

The board of education, in one of its recent bulletins, offers this mass of thought to those who have time to wade through it: "Some say education is that process by which accretions to the efferent speech patterns and the contentual and potential mentality of preadolescence are developed by attention to the howness and whichness and whyhness of objective experiences as they are correlated to concomitants in establishing with satisfyingness the fixitivity of the norm and the preponent responses of the neurons, assuming maximum feasible self direction with accrescent maturization; and when that is attended to, let us hope they will not fall on the buttered side."

—Waukesha, Wis., Freeman

A SCHOOL WORD

Desk: Disc or disk, dish and dais originate from the same word, the Greek "diskos," through the Latin "discus," or "discum." The discus, as we all know from the famous statue of the Discobolus by Myron, was literally something to be thrown away. This bit of information is not intended to give anybody ideas of what to do with a desk. The word *discus* was applied to broad shallow vessels because of the resemblance in shape, and the meaning has of course been extended. In late Latin the word came to mean a table from the idea of the flat surface. In French the word developed into "dais," a high table or platform whose essential feature was a flat surface. Similarly, we get "desk" through the Italian form "desco." —M. R., in *High Points*.

*Formerly Superintendent of Schools, Mount Vernon N. Y.

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(ADDITIONAL ITEMS NEEDED)

Address.....

Name.....

School Building News

SCHOOL-BUILDING CONSTRUCTION

During the month of February, 1948, contracts were let for 30 school buildings in 11 states west of the Rocky Mountains, at a total cost of \$7,678,268.

Dodge reported that during the month of January 1948, contracts were let for 217 educational buildings in 37 states east of the Rocky Mountains, to cost \$61,847,000.

During the month of February 1948, Dodge reported contracts let for 227 educational buildings in 37 states east of the Rocky Mountains. The total contract valuation was \$37,821,000.

SCHOOL BOND SALES

During the month of February, 1948, school bonds in the amount of \$19,503,095 were sold. The yield was 2.48 per cent for twenty leading bonds.

During the same month, short-term paper and tax-anticipation notes were sold, in the amount of \$5,232,000.

IMMEDIATE CONSTRUCTION PROSPECTS

The construction industry should have a good year in 1948 in terms of current prices. Privately financed construction will probably constitute the great bulk of the 13.7 billion dollars of new construction forseen for 1948. Of this total 10 billion dollars is estimated for private account and 3.7 billion dollars for public account. This estimate is in terms of 1947 prices. It, therefore, represents a rise of 7 per cent in physical volume over the 12.8 billion dollars of new construction put in operation in 1947. It is believed that continued improvement in the material supply situation will permit more construction in 1948, and that the limiting factor to increased volume may be labor supply rather than materials.

The expected 7 per cent increase in physical volume of new construction in 1948 results from the estimate that privately financed construction will increase a few per cent over 1947, but that publicly financed construction will increase by 25 per cent. The rate of increase in state and local expenditures is expected to be double that in federal expenditures.

TUCSON TAKES STEPS TO IMPROVE ITS SCHOOL PLANT AND ADD TO ITS PRESENT FACILITIES

The board of education of Tucson, Ariz., is engaged in a program of reconditioning the entire school plant and of adding facilities to overcome overcrowding in several residential areas. Most of the present school buildings were erected before the instructional program required the use of auditoriums, health instruction rooms, libraries, and shops and before the necessity for adequate artificial lighting was understood.

During the past 25 years the school population of the city has increased more than 400 per cent. The total enrollment as of January, 1948, is 15,565 and further temporary increases are expected as a result of the increased birth rate.

Tucson is in need of additional elementary school space and of distinctly increased high school facilities. In order to meet the situation, Supt. Robert B. Morrow has recommended to the board of school trustees action along five specific lines:

1. A general rehabilitation program and an addition to necessary facilities in the newer school activities must be continued where and when most needed.

2. While there is good reason for opposition to the use of temporary buildings these must be continued until more permanent structures are available and until the present rapidly shifting school population has settled down.

3. Additions and alterations are recommended for seven buildings during 1948, to cost \$850,000. Two new buildings are also necessary, to cost

\$320,000. For 1948, additions and remodeling of ten buildings and the construction of two complete new buildings are recommended.

4. For 1952, two new elementary buildings are recommended. Mr. Morrow recommends the planning of two complete high schools, work to begin immediately on the plans for a technical and vocational high school.

5. In carrying the financial load for this extensive work it is recommended that bonds be issued and that an additional tax levy be made annually, ranging from \$330,000 in 1948 to \$302,000 in 1950.

SCHOOL BUILDING NEWS

► Benton Harbor, Mich. Construction work has been started on a new elementary school, to cost an estimated \$300,000. The building will be completed ready for occupancy next fall.

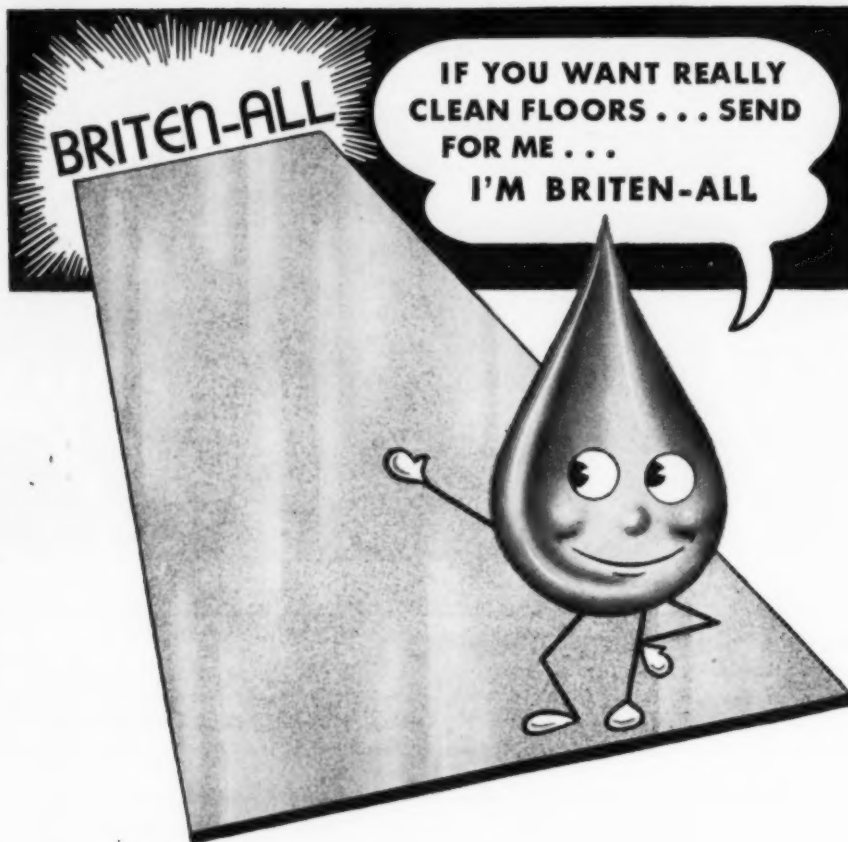
► Ardmore, Okla. The voters have approved bonds in the amount of \$90,000 for improvements to the school buildings.

► New Orleans, La. Construction work will be started in the spring on the Isidore Newman School, to cost \$150,000. The school is the first project in a school building program.

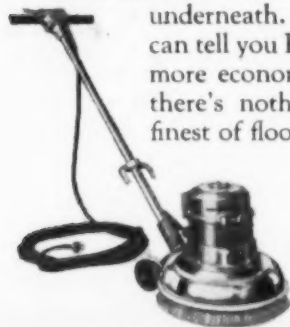
► Needville, Tex. The contract has been let for the construction of the high school and gymnasium for the Fort Bend Rural High School District No. 1, to cost \$225,000. The building to contain 30,500 square feet of space, will be completed next September. R. G. Schneider is the architect.

► Muskogee, Okla. The voters have approved a school-bond issue of \$1,250,000. The proceeds of the bonds will be used to finance a construction and remodeling program for Negro schools in the county.

► West Plains, Mo. The school board has sold to a local bank its entire school-bond issue of \$130,000. The bonds which will mature from 1949 to 1963, will carry interest rates ranging from 1¾ to 2½ per cent.



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ST. LOUIS • NEW YORK

► Dallas, Tex. The school board has let the contract for the construction of the Thomas Edison School, estimated to cost \$700,000. Construction work has been started on two other schools.

► Albuquerque, N. Mex. The school board has received bids for the construction of the first unit of the new high school, to cost approximately \$544,000.

► Sheboygan Falls, Wis. The school board has been authorized to proceed with the construction of a new elementary school, to cost \$275,000.

► Shreveport, La. The Caddo parish school board has let the contract for a new Negro high school, to cost \$1,514,065. Van Os and Flaxman are the architects.

► Battle Creek, Mich. The school board has appointed a committee of three trustees to work with a citizens' committee in outlining plans for financing and scheduling a school-improvement program for the city schools.

► Jacksboro, Tex. The school board has received bids for the construction of an elementary school, to cost \$275,000. W. G. Clarkson & Co., Fort Worth, are the architects.

► Pasadena, Tex. The school board has called for bids on the 28-room elementary school, to be erected in South Pasadena, at a cost of \$670,000.

► Lovington, N. Mex. The voters have approved a school-bond issue of \$250,000. The proceeds of the bond issue will be used in financing the construction of a gymnasium and physical education building.

► Hobbs, N. Mex. Construction work has been started on a new high school unit, to cost \$200,000. A second unit, to be erected later, will cost \$200,000. A bond election will be held to vote bonds for the next section.

► El Reno, Okla. The school board has sold \$234,000 in school bonds, at an interest rate of 1.936 per cent.

► El Paso, Tex. Plans are being prepared for a proposed central stadium and field house, for which bids will be received shortly. The cost of the project has been set at \$650,000.

► Riverside, Ill. The elementary schools of the city are estimated to enroll 1660 pupils by the school year 1954-55, compared to the present 1234, according to a survey of the school population made by Dr. Eugene S. Lawler, who made an independent study of the school building needs of the school district.

To insure the adequacy of the school plant to meet increased enrollments, Dr. Lawler has recommended the construction of a new eight-to ten-room school building, provision for additional classrooms at Hollywood School, and new shops and home-economics laboratories at the Intermediate School. It is planned that as the enrollment increases, the home economics, industrial arts, and art unit will make available home-room space for three additional classes. A new cafeteria and an auditorium are also planned.

► Rocksprings, Tex. The school board has decided to build teacherages for its teaching staff. It has purchased nine surplus buildings from the Hondo Air Field, which will be converted into homes for teachers.

► Colorado Springs, Colo. The school board has voted to install a public-address system in the West Junior High School. The system includes a panel board with 24 outlets, to be connected with 28 loud-speakers.

► Perry, Kans. The school board has sold \$20,000 in additional bonds, at an interest rate of 1½ per cent. The new bonds will mature at \$5,000 per year, beginning March 1, 1949.

► The board of education of Toronto, Canada, has requested the Canadian Parliament to make a grant in aid for the allocation of important additions to the school buildings of the city. At least three large additional collegiate schools are necessary to house the secondary school population of the city. These, in the estimate of C. H. R. Fuller, business administrator and secretary-treasurer, will cost \$60,000 per room because of the increased cost of fabricated steel and limestone trim. The buildings proposed will be three stories high and of brick and cement construction.

► Lubbock, Tex. The school board has received bids for the construction of the Woodlawn and Thirty-sixth Street Schools, to cost \$400,000.

PROPOSE BUILDING ECONOMIES

New York, N. Y. The board of education has proposed new economies in school construction in order to cut \$5,000,000 from the \$28,390,000 set aside for new school buildings in 1948. In a report submitted to Mayor O'Dwyer by Commissioner Anthony Campagna, chairman of the committee on buildings and grounds, it was explained that the economies were deemed necessary because of high and rising construction costs. A major change called for in the economies is a reduction from 35 to 33 ft. in the standard size of classrooms in junior high schools. The recent standard called for 28 ft., with a 35-ft. room for the activity program. Other economies call for simplifying exterior ornamentation, simplifying the auditorium, omitting peaked roofs, reducing story heights, minimizing the use of marble, omitting the organization room, reducing the space for shops, and merging the model apartments. It is also proposed to use standard plans wherever possible, and to build the gymnasium over the auditorium.

DARLEY OPENS OFFICE

William G. Darley, connected for many years with the lighting research work of the Nela Park, Cleveland, lighting research organization, has opened an office as consulting engineer at 301 Nalle Building, Austin, Tex. He will be available to school boards in the Southwest for the solution of school lighting engineering problems.

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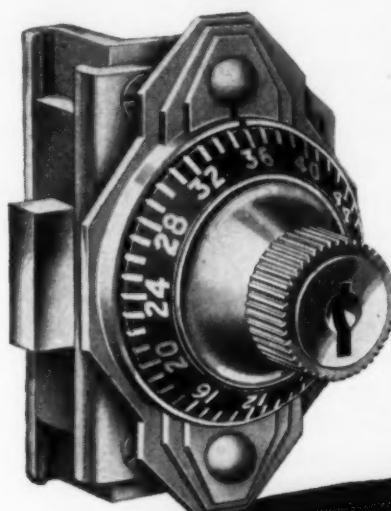
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ILLINOIS

MEASURING PUBLIC OPINION ON SCHOOL ISSUES

(Concluded from page 31)

and examples of their use in school situations will be afforded by the following:

Cantril, Hadley, *Gauging Public Opinion* (Princeton University Press, 1944).

Gallup, George, and Rae, Saul Forbes, *The Pulse Democracy* (New York: Simon and Schuster, 1940).

Hedlund, Paul A., *Measuring Public Opinion on School Issues*, unpublished doctoral study on file at Teachers' College Library, Columbia University, New York, 1947.

Rope, Frederick T., *Opinion Conflict and School Support*, Teachers' College Bureau of Publications, Columbia University, New York, 1941.

DYNAMIC IN-SERVICE TRAINING

(Concluded from page 40)

tour of local industrial plants by the teachers, an open house, and preschool enrollments. The remaining days were spent by the teachers in organizing their rooms, building library reference lists, and encouraging organization and orientation for work.

Plans have been started for a series of three meetings, to be conducted during the remainder of the year. In these meetings an effort will be made to keep alive the spirit of professional interest which was created during the preschool week. There will be both afternoon and evening meetings and all schools will be dismissed on the days when these meetings are held. The subject for the first conference will be "Effective Use of Audio-Visual

Aids." No subjects have as yet been selected for the remaining two meetings. Teachers of the administrative council are participating in the plans for the meetings.

NEVILLE HOME ECONOMICS ROOM

(Concluded from page 49)

Every student in the junior-senior high school enjoys the privilege of the new room, including the boys. The boys in the junior high school are scheduled for home economics each week, while the girls, at the same time, attend shop. Every girl in the school is enrolled for general home economics in grades 7, 8, and 9, and for vocational home economics in grades 10, 11, and 12, in a program organized under the George-Deen Act. One of the best features of the work is the small number in each class, averaging 10 to 16, allowing each student ample opportunity to use the equipment.

The new room has been in operation five months at this writing. The improvement in the work habits and the quality of the finished products have been a pleasure to behold, proving that students of all ages will, and do, appreciate equipment provided to make their education better and more worth while.

All in all, the undertaking was a very healthy and profitable one for Neville School. Besides being of value to the boys who did the work, this project brought the district a saving in the cost. In addition, the board, the pupils, and the townspeople will long speak with pride of what the school was able to accomplish with its own effort and equipment.

SCHOOL REHABILITATION

(Concluded from page 47)

congested conditions; in other areas rehabilitated buildings make education easier; and still in other areas new buildings may permit redistricting so that old buildings will not be as crowded as they originally were.

In these days I presume we are forced into the position of building some new structures and using old structures. The old must be made as new as possible. The communities must continue in the very urgent business of "democracy production."

MINNEAPOLIS TEACHERS END STRIKE

The Minneapolis public school teachers' strike ended March 21 and school sessions were resumed March 22. The AFL federation of teachers have accepted a settlement, the terms of which provide for permanent salary increases of from \$20 to \$40 per month, and restoration of the 1948 budget which the board had previously cut.

The strike which began February 24 had idled 65,000 pupils in 92 schools. More than 2000 teachers were involved, although the strike was called by the 1100 members of the American Federation of Teachers.

PERSONAL NEWS

► H. B. STUTSMAN, superintendent of schools at Cuba, Ill., died in a Springfield hospital on February 19.

► SUPT. J. F. HUGHES, of El Dorado, Kans., has been re-elected for a two-year term.

► SUPT. J. J. VINEYARD, of Arkansas City, Kans., has been re-elected for a two-year term.

► BEN H. BRYANT, commissioner of school buildings for the school board of Alton, Ill., has retired on pension, after twenty years' service in the schools.



What's your school's lock-wrecking average?

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School Buyers' News

AMERICAN STRUCTURAL PRODUCTS OPENS NEW PLANT

The American Structural Products Company has opened a new plant in South River, N. J., for the manufacture of a new fireproof insulating material known as Kaylo insulation.

This product, a cellular compound of inorganic materials, combines light weight with structural strength, has unusual fireproof characteristics, and high resistance to heat transmission. The product will be manufactured in two weights or densities, 20 pounds and 11 pounds per cubic foot. The 20-pound material is used for fireproof doors, roof tiles, and other building purposes. A flush-type door, with hardwood faces and Kaylo insulating core, will be manufactured and marketed by the U. S. Plywood Corporation.

For detailed information write to the American Structural Products Co., subs. of the Owens-Illinois Glass Co., 307 Madison Ave., Toledo 1, Ohio.

For brief reference use ASBJ-401.

BOOKLET ON AMPRO SOUND PREMIER 20

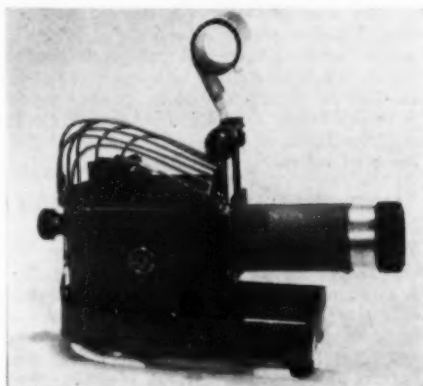
The Ampro Corporation has issued a new 15-page booklet telling the story of 16mm. sound motion pictures and describing its new Sound Premier 20 projector. The booklet tells how sound movies are made, how the sound is recorded on the film, how sound is reproduced from the film, and how sound pictures are re-produced by the Ampro projector.

For demonstration and further information write to the Ampro Corporation, 2835 North Western Ave., Chicago 18, Ill.

For brief reference use ASBJ-402.

RCA VICTOR SLIDE PROJECTOR FOR SCHOOLS

A dual-purpose slide film and 2 by 2 projector, especially designed to give simplicity and convenience of operation in classroom use, has been announced by RCA Victor, Camden, N. J.



New RCA School Projector

Use of neoprene rollers for engaging the film simplifies loading and makes impossible any damage to the film. A special cooling system keeps the instrument cool during operation and simple construction makes it easy for teachers to use the projector.

The new projector avoids the disadvantages of conventional types and handles equally well both slide films and slides. It is especially useful in audio-visual programs directed by teachers without experience in the use of projectors. The slide-film holder is detachable, which simplifies loading.

Another feature contributing to savings on film is an efficient ray filter which protects the film from danger.

RCA Victor, Camden, N. J.

For brief reference use ASBJ-403.

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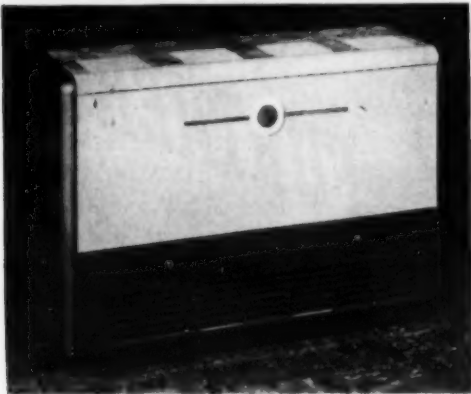
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New Supplies and Equipment

HERMAN NELSON VENTILATOR UNIT

The Herman Nelson Corporation has announced a new unit ventilator for heating and ventilating school classrooms. This unit for the first time permits gradual throttling of the steam supply for uniform temperature control, made possible through a new assembly, consisting of a floating heating element with steam tubes, a pressure-equalizing unit with a checking device, and a condensate cooling surface.



The New Nelson Ventilator Unit.

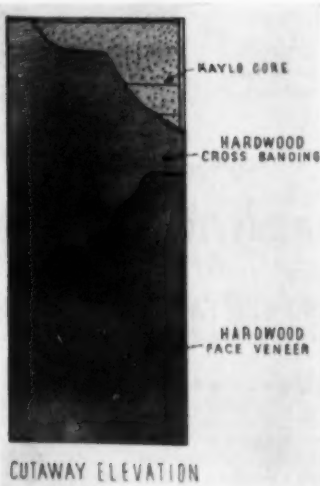
The device includes a slow-speed, direct-connecting motor, located in the end compartment, which provides quiet operation and permits use of the entire cabinet space for fans. Modular fan units assure the uniform tip speeds and outlet velocities on all sides of the units, and fans at the outlet permit uniform temperature of air into the room from each outlet.

Other features include welded cabinet construction for strength, an automatic back-draft damper to prevent the entrance of cold air, and a demountable wall-intake for weather-tight installation. The firm has prepared a special bulletin which contains complete information on the ventilator unit.

Herman Nelson Corporation, Moline, Ill.
For brief reference use ASBJ-404.

NEW WELDWOOD FIREPROOF DOOR

The new Weldwood fireproof door, a product of the U. S. Plywood Corporation, has been devised with a solid core of incombustible Kaylo insulation. The door which has standard hard-



Construction Weldwood Veneer Door.

wood faces and cross banding, laminated to the core with Tego waterproof glue, is completely bonded on all four edges. It is designed for a standard-size opening 3 ft. wide and 7 ft. high and is finished like a conventional door. The door has been tested by the Underwriters' Laboratories and has been approved for a one-hour fire rating in Class B and C interior openings, in vertical shafts, corridors, and room partitions.

Complete information is available from Mr. Ray Arndt, U. S. Plywood Corp., 55 West 44th St., New York, N. Y.

For brief reference use ASBJ-405.

ANNOUNCE NONCURLING CARBON TISSUE

The Neidich Process Division of the Underwood Corporation, New York City, has announced a new noncurling carbon tissue, which has the advantages of strength, proof against



Underwood Noncurling Carbon Tissue has strength and long wear.

curling, and a pleasing dull sheen. Moisture resistance and flexibility are insured due to the use of Vinylite plastic as a coating which produces a product that will not curl after considerable use. The coating is receptive to printing inks used to designate various quality grades.

Neidich Process Division, Underwood Corporation, New York, N. Y.

For brief reference use ASBJ-406.

AMERICAN SEATING ISSUES CLASSROOM BOOKLET

The American Seating Company has issued an interesting and helpful booklet entitled, "Progress Toward Improved Classroom Environment," which sets forth briefly certain principles that will be of help to educators in their efforts to improve total classroom environment. These principles are the result of careful scientific research in many diversified fields.

In this booklet, the company reviews the basic principles of newly tested methods and techniques for building better environment in the classroom, and points to the importance of seating in attaining results desired. Light and vision are also important to study in the classroom, and the booklet calls attention to some of the achievements based on procedure in daylight fenestration, artificial lighting, room-interior decoration, classroom furniture and equipment, and seating.

A copy of the booklet will be sent to any school official who will write to the American Seating Co., Ninth and Broadway, Grand Rapids, Mich.

For brief reference use ASBJ-407.

ANNOUNCE THREE NEW MONROE MACHINES

The Monroe Calculating Machine Company has announced three new Monroe machines as additions to its important older line of calculators.



The Monroe Semi-Automatic Calculator.

A new electric adding-listing machine, Model 410-11-011, permits faster, simpler, and more complete keyboard action and operation. The keys have larger numerals, are "cushion" topped and colored, and the keyboard is set up so that all keys and operating bars are within easy reach of the hand span, and the tape is set close to the keyboard. The machine itself includes many new mechanical features for high-speed adding and totaling.

The Monro-matic, CAA, is an improved design for full scale figuring, with the added advantages of fine appearance, size, and quiet operation.



The Monroe Adding and Listing Machine built especially for instructional purposes.

The fully automatic features include a new squaring operation, new multiplication, carriage shift and tabulation, split lower dial for certain individual and accumulative calculations. It is flexible, simple, swift, and smooth in operation.

The Monroe Cast, a semiautomatic calculator similar to the Monro-matic, is used for intermittent figuring, and includes a key-controlled automatic clearance, a split lower dial, a safety modern design keyboard, and provision for automatic division combining five former operations in one. It is swift and smooth and is designed for desk use.

For detailed information write to the Monroe Calculating Machine Co., Orange, N. J.

For brief reference use ASBJ-408.

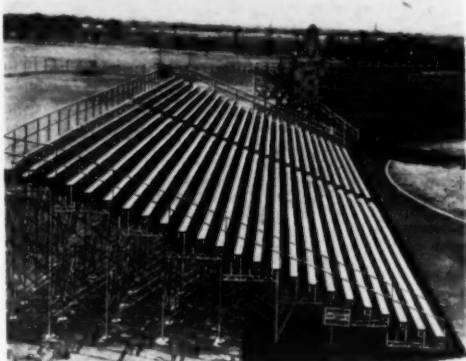
DICK COMPANY ISSUES PORTFOLIO OF DESIGNS

The A. B. Dick Company has announced the publication of its *Association Booklet*, a portfolio of illustrations intended especially for use in mimeographed bulletins, newsletters, announcements, and programs. The more than 400 illustrations can be used to illustrate materials for drives and campaigns, team contests, tag days, outings, dances, entertainments, athletic events, meetings, and conferences. The portfolio will be useful to small school organizations as no art experience or ability is required to use the

illustrations. They may be easily traced on stencil sheets by any inexperienced person.
For detailed information write to the A. B. Dick Company, 720 West Jackson Blvd., Chicago 6, Ill.
For brief reference use ASBJ-409.

ANNOUNCE NEW PORTABLE GRANDSTAND AND BLEACHER ASSEMBLIES

The Safway Steel Products, Inc. has announced a new line of all-steel Safway Portable Grandstands and bleacher assemblies, offering safe



A typical Safway Grandstand designed for high school athletic fields.

permanent or temporary seating in any size or shape.

These portable seating fixtures afford comfortable, roomy seating for crowds of any size or age. The design distributes loads and stresses safety throughout the entire structure, and they can be set up without the use of skilled help. The rows of seats are pitched to assure superior visibility from any seat.

Safway grandstand and bleacher equipment have the unqualified approval of the Under-



The Safway Portable Steel Bleacher Unit.

writers' Laboratories. Individual parts and assembled structures are fully protected for safety and the all-steel construction eliminates fire and splintering hazards.

For detailed information consult the Safway Steel Products, Inc., 6242A West State St., Milwaukee 13, Wis.

For brief reference use ASBJ-410.

NEW TEXTBOOK ON MIMEOGRAPH STENCIL DUPLICATION

The A. B. Dick Company has announced "Fundamentals of Mimeograph Stencil Duplication," a text compiled by Peter L. Agnew and Russell N. Cansler, for the use of commercial students.

The firm is offering certificates of proficiency to students who complete a course based on the Dick standards of stencil duplication. Teachers of business education will be interested in these certificates which provide a statement of proficiency for presentation to employers when seeking jobs.

A. B. Dick Co., Chicago, Ill.

For brief reference use ASBJ-411.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertiser or use the coupon in requesting information from a number of advertisers.

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THE AMERICAN SCHOOL BOARD JOURNAL
540 North Milwaukee St., Milwaukee 1, Wis.

Please send information offered in the advertisements we have encircled

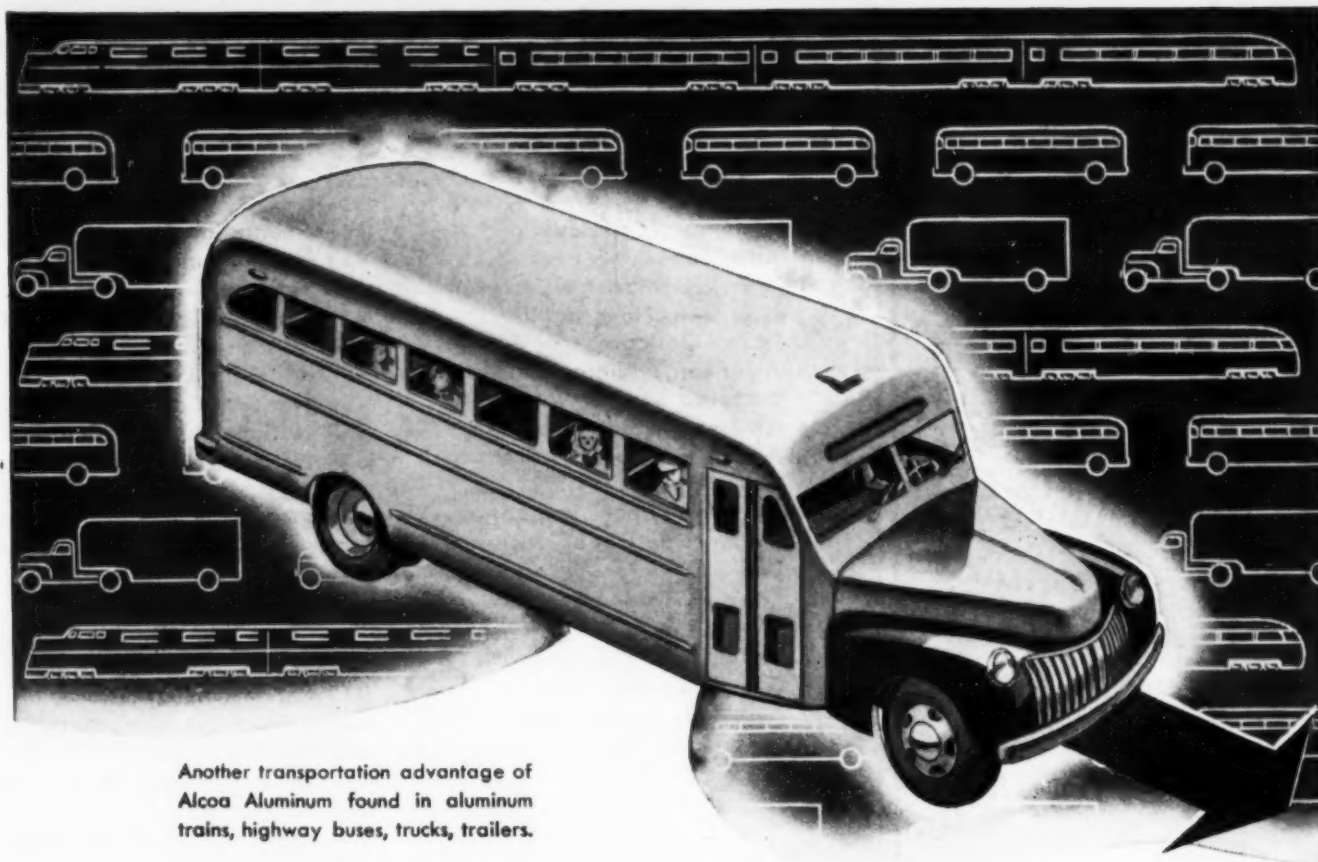
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Another transportation advantage of Alcoa Aluminum found in aluminum trains, highway buses, trucks, trailers.

SAFER STOPS because **IT'S LIGHTER** and stronger, pound for pound, with a body of **ALCOA ALUMINUM**

The lighter weight of Alcoa Aluminum permits the school bus to have a massive, strong body that actually weighs *less*. With the same set of brakes, it can stop shorter and more easily than a bus with a body of heavier metal.

In addition to shorter stops, the *extra strength* made possible by the massive structural members of lightweight Alcoa Aluminum Alloys provides an extra margin of safety.

The easier stopping of lighter weight vehicles has been proved in millions of miles of safe transportation in railroad trains, commercial buses, trucks and trailers built of Alcoa Alloys. And this easier stopping means easier starting, too—less dead weight—so that an aluminum bus body is

easier on gas and oil, on brake linings and tires.

You save, too, because aluminum is naturally corrosion resistant. The superior bonding properties of an aluminum surface make paint stick tighter, stay bright longer. It's not uncommon for an aluminum bus body to outlast the chassis on which it is mounted.

Alcoa's unmatched production facilities, and the engineering experience gained in Alcoa's many years of teamwork with the transportation industry, now enable your bus body manufacturer to offer you a stronger, lighter weight, more economical school bus. Aluminum's a better buy. ALUMINUM COMPANY OF AMERICA, 1487 Gulf Building, Pittsburgh 19, Pennsylvania.

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